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ABSTRACT

Newspapers are valuable educational resources because they contain material that is varied, up-to-date, and interesting to students. This document is a guide for elementary and middle school teachers who want to incorporate newspapers into daily classroom instruction. There are ten lessons for each of the five subject areas covered. Each lesson describes its objective, lists materials needed, and provides detailed teaching instructions. In addition, a list of 20 supplementary activities follows each section. Section 1, "Know Your Newspaper," contains lessons about the newspaper itself. Students learn about newspaper make-up and terminology, news story forms, news writing styles, the role of advertising in the newspaper business, and the role of the newspaper in a democracy. Section 2, "Language Arts," includes plans for using newspapers to develop grammar and writing skills, foster creative writing and critical reading, and improve student listening and reading comprehension skills. Section 3, "Science," contains lessons that teach how science affects daily life. Students study newspaper weather reports, identify science-related jobs, examine scientific aspects of the newspaper industry, and explore scientific issues in the news. Section 4, "Math," contains lessons that help students shop wisely and see real-life applications for mathematics. They learn about the stock market, practice metric measurement, study newspaper charts and graphs, and use the sports section to practice basic mathematics skills. Section 5, "Social Studies," includes plans that teach about current events, cultural differences, geography, and the responsibility inherent in U.S. citizenship. Eighteen worksheets, corresponding to specific lessons, are included in the appendix. (GEA)

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Using the Newspaper in Upper Elementary and Middle Grades

by Julie C. Morse

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Preface

School teachers have been using newspapers in their classrooms for many years. As an educational resource with multiple applications to classroom instruction, newspapers are valuable because they contain material that is varied, up to date and interesting to students. The Newspaper in Education program, offered locally by your newspaper and nationally coordinated by the American Newspaper Publishers Association Foundation, offers teachers advice, guidance, programs and materials—so that they can use newspapers successfully with their students. With NIE students learn *about* the newspaper as an integral part of contemporary society, and *from* the newspaper about subjects that relate to their academic coursework.

Using the Newspaper in Upper Elementary and Middle Grades is a comprehensive guide for elementary and middle school teachers who want to incorporate newspapers into their daily classroom instruction. The publication covers five subject areas: the newspaper itself (learning *about* the newspaper), plus language arts, science, math and social studies (learning *from* the newspaper). Materials in this curriculum guide are written for use by teachers and students in grades 4 through 8, and should be adapted by teachers to meet the individual needs of their students. Each of the publication's five sections can stand alone, as a supplement to regular classroom instruction, or the package as a whole may be used as a special unit featuring newspapers.

How to use this guide

Using the Newspaper in Upper Elementary and Middle Grades offers 10 lessons for each of its five subject areas. Each lesson describes its **objective,** lists **materials needed** to accomplish that objective and then provides detailed instructions to the teacher.

The paragraph entitled **to start,** provides a scenario by which teachers can introduce the lesson to students. These introductory procedures have been devised as a way to motivate students, to spark their interest in the lesson to follow. Teachers should feel free to vary the introductions to suit their own teaching styles and classroom needs; the initial "motivators" are intended simply to enhance the lessons that follow by giving students some background information.

The **group activity** is just that—generally a classroom discussion and "hands-on" activity that asks students to work directly with newspapers. In some cases the group activity includes a **worksheet** (located in the Appendix of this guide) that should be reproduced so each student receives a copy.

Follow-up sections reinforce each lesson. These may be class, small-group or individual assignments. Feel free to assign these to students during class time or for completion at home.

And finally, for teachers who want to present in-depth treatments for any or all of the subjects offered in this guide, a section entitled **20 more** (with additional related activities) follows each subject area.

Using the Newspaper in Upper Elementary and Middle Grades was written by Julie C. Morse, education and communications consultant, Evanston, Ill. Morse was formerly education coordinator of the Chicago Sun-Times Newspaper in Education program. She is author of more than a dozen other curriculum guides on using newspapers as educational resources, for teachers as well as for parents.

Teachers who are interested in *Using the Newspaper in Upper Elementary and Middle Grades* or any other Newspaper in Education publication should contact the educational services department of their local newspaper. Those who find that the local newspaper does not have an NIE program should contact ANPA Foundation, The Newspaper Center, Box 17407 Dulles Airport, Washington, D C 20041.

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Know Your Newspaper

Lesson 1

Objective To introduce students to the newspaper as a source of information, entertainment and education

Materials needed Newspapers, **Worksheet A**

To start Give each student a newspaper. Tell students that you have something to do that will take five or 10 minutes and that they should spend the time looking through their newspapers. Do not direct them to any special article or section. Let them explore the newspaper on their own, until they find something of interest.

After a few minutes, tell students to stop reading, and ask them to keep their newspapers open. Go around the room to find out what each person was reading. Write the different choices on the board: sports, comics, movie ads, front page news, etc. Ask a few students to explain what attracted them to this part of the newspaper. Conclude that the newspaper is many things to many different people.

Group activity Students whose parents are newspaper readers may already be familiar with newspapers, while others may not. To make sure everyone starts the newspaper study on equal ground, try this indexing activity.

Have students talk about the kinds of things people get from newspapers: local news, sports updates, fashion tips, stock market reports, and so on. (You might begin with the list from the start-up activity, adding to it as the discussion progresses.) Write the students' suggestions on the board.

Next, have students locate the *index* of the newspaper, usually within the first few pages. Have them use the index to identify page numbers for each item listed on the board. Have students actually find some of the items in question. For items on the list not identified by name in the index, challenge students to identify the section under which they might be categorized; for example, movies may be listed under "entertainment," theater guides under "arts." (Note that world or local news may not be listed in the index, since it appears in the front of the newspaper, "in plain sight.")

Follow-up Separate the class into small groups of two or three. Have students work together, racing against time or against other groups, to find the newspaper items listed for the "Paper Chase" on **Worksheet A.** In time, teachers may want to make up their own "paper chases" on specific sections under study.

Lesson 2

Objective To familiarize students with newspaper make-up and terminology

Materials Newspapers, construction paper, glue, scissors

To start English-speaking or not, many people have a special language that pertains only to their area of expertise and sounds foreign to people not familiar with their profession. Doctors, lawyers and sports enthusiasts are just a few who have their special lingo. For instance, a person who knows nothing about sports might think that a baseball player who stole a base was a common thief! Students themselves may have a language all their own; class members should have no problem naming the current "in" expressions. Ask students for other examples of expressions or vocabulary words peculiar to different professions or age groups.

Newspaper people also use a special language to describe their work and the newspaper itself.

Group activity Write the following newspaper terms and definitions on the board, or prepare a ditto that does so. Go over each definition, and have students look for an example of each in today's newspaper.

Logo—The name of newspaper, usually printed in a distinctive type face

Masthead—The names of the newspaper's publisher, editors and other management officials

Dateline—Opening words of a story identifying the place where the story originated and the date on which it was written

Byline—The name of an article's writer

Cut—Photo or illustration

Cutline—A caption

Ears—Information at top sides of front page; can include weather summary, name of newspaper edition or other brief information

Folio—Volume number, date and price information, usually on the front page, under the newspaper's name

Headline—Big, bold words at the top of a story

Banner headline—Biggest headline on front page

Lead—The beginning of a news story

Jumpline—A line at the end of the first page of a story, directing the reader to its continuation on another page

Syndicate—An organization that distributes material to newspapers on a subscription basis

News service—An organization that sends daily news and photographs to subscribing newspapers, from stations all over the world; the Associated Press (AP) is a news service

Follow-up To reinforce the lesson, have students cut out examples of newspaper terms and paste them on a large sheet of paper, labeled appropriately. Post each for visual reminders of the newspaper's special language.

Lesson 3

Objective To introduce students to the three major news story forms—the straight news story, the feature story and the editorial

Materials needed Newspapers, **Worksheet B**

To start Give each student a newspaper. Explain that the newspaper has three major responsibilities: to inform, to entertain and to encourage people to think about important issues. Direct students' attention to individual stories or editorials in their newspapers as a way to demonstrate how newspapers do their work. Discuss as a class what makes each item informative, entertaining and/or persuasive. Challenge students to find their own examples of stories that accomplish one or more of these aims.

Group activity Explain to students that just as there are three major newspaper responsibilities, there are also three major story forms: the straight news story, the feature story and the editorial. Define each on the board.

Straight news story—A purely factual account of a newsworthy event. Describes the particulars of an event in an objective way, and should not let the reader know how the writer really feels about the subject.

Feature story—An entertaining or descriptive article on a subject of human interest. Interviews with celebrities, accounts of things to do, articles about personal accomplishments, fads and trends are all feature stories. While largely factual, feature stories also may include the writer's viewpoint.

Editorial—An article that comments on an important current event or issue, expressing the opinions of the writer and/or the management of the newspaper as a whole.

With the newspaper you have distributed, students should identify examples of each type of story, using the definitions above as a guide. Note that most straight news stories appear toward the front of the newspaper, with features and editorials farther back or in separate sections.

Then have students complete **Worksheet B** by reading each story and identifying it as straight news, feature or editorial.

Follow-up To further reinforce students' understanding of the three newspaper story forms, have the class break into small groups and pretend that they are editors of an imaginary school newspaper. Have each group develop a list of story ideas for each form of news story. Ask: What school happenings would qualify as straight news? (Elections, bus breakdown, report card day, new gym to be built. . .) Features? (Interview with principal, play review, new student fashion trends. . .) Editorials? (Outdated dress code, praise for sports team, plea to fight graffiti. . .)

As a creative writing assignment, have students choose from among the list of ideas generated and write a story. Try to obtain a balance among straight news, features and opinion pieces, so that student work will represent all three story forms.

Lesson 4

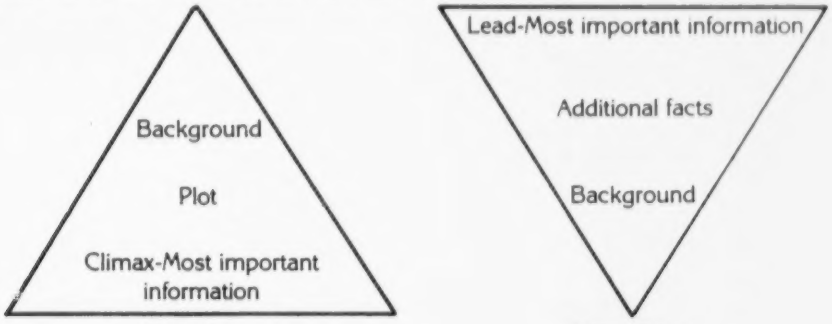
Objective To teach students about the "5Ws and H" and inverted pyramid style of news writing

Materials needed Newspapers, **Worksheet C**

To start Review the elements of a short fictional story—the introduction, the plot and the climax. Explain that short story writers usually tell a story in the order it happens, building up to the major event and saving the most important or exciting part for last. (Teachers may want to cite examples or ask students for examples of this in short stories they have read.)

Then read students a simple news story from today's newspaper. Ask students if the writer followed the same rules; for example, did the writer save the most important information for last? Students will discover that writers of news stories do the opposite of what is often standard for writers of fiction—news writers put the most important information at the very beginning.

Group activity Now introduce students to the inverted pyramid style of writing. Draw the following diagrams on the board, so students can see for themselves that news stories are unlike other story forms.



Short Story **News Story**

Explain that the inverted pyramid style is used for two major reasons. First, a newspaper reader pressed for time need only read a few paragraphs to learn the basic facts of the story. Second, newspaper editors who run out of space for the entire article know that they can cut off the bottom part of the story without losing essential information.

Now explain to students that news story writers often follow a formula to make sure the beginning of their story, called the *lead,* includes all the essential facts. The formula is called the "5Ws and H" for the who, what, when, where, why and how of a story. The 5Ws and H usually can be found in the first or second paragraphs of a story, with less crucial information following. (Note that not all news stories carry every one of the 5Ws and H. Present news stories to the students. Because feature stories often are less structured, the 5Ws and H may not be obvious.

Have students complete **Worksheet C,** first identifying the 5Ws and H in actual news stories and then writing their own lead from a reporter's notes.

Follow-up Students can pretend that they are reporters covering famous fairy tales or nursery rhymes. Students should write their stories in 5Ws and H form. For example: "Today while dining on curds and whey in Central Park, Myra Muffet was attacked. . ." Creativity counts!

Lesson 5

Objective To help students understand what differentiates a news story from other newspaper articles

Materials Newspapers, overhead projector and transparency, or ditto

To start Have students respond to the following quotation—"When dog bites man, that is not news; when man bites dog, that's news."

What does the quotation say about the nature of news? What made the "big news" in today's newspaper? Why? Does it support what the quotation suggests about news?

After some discussion, have the class look past the first few pages, to the middle of the newspaper. Ask students to speculate about why the stories there did not make the front page. Are the middle-page stories important?

Group activity Review with students the definition of a straight news story—the "just the facts m'am" approach to news. Writing on the board as you go, explain that there are a number of things that make a story newsworthy, including:

- Is it timely?
- Is it important? (Does it affect many people?)
- Is it odd or unusual?
- Does it involve well-known people, places or events? (The President is always newsworthy.)
- Does it indicate conflict, violence or tragedy?

Now have the class examine stories on today's front page. Do the front page stories meet any or all of the requirements for newsworthiness? Are there other requirements not listed? Discuss.

Next explain that editors face the difficult task of deciding which news stories among the many they consider each day should actually go into the newspaper. A further judging occurs when the editors place the stories in the newspaper in order of importance—not a simple task! (On the front page, for example, stories that are more important go "above the fold.")

Copy the headlines from a recent issue of the newspaper on an overhead transparency or ditto in a different order from which they appeared in the newspaper. (Don't forget to note on a separate piece of paper the actual order in which they appeared!) Challenge students to place the headlines in the "correct" order of importance.

Afterwards, compare student answers with the actual newspaper order. Discuss reasons for differences and point out that there are no right or wrong answers. What is most important to one person may not be to another—and that's the problem editors face every day. However, good editors have a sense of what will be important to a majority of their readers.

Follow-up Have students look through the newspaper to select the one story that is most important to them personally, regardless of its position in the newspaper. Then have each student explain in writing the reason for his or her choice. For example, a page 25 article on saving the whales might be of far greater importance to your students than a page one story on taxes.

Lesson 6

Objective To examine what goes into feature stories; to acquaint students with other elements of the feature section as well

Materials needed Newspapers

To start Begin class discussion by explaining that a feature article is often called a "human interest" story. Ask students what they think this term means. What interests humans? "Brainstorm" for ideas and list them on the board; suggestions might include stories about personal successes or tragedies; adventure, celebrities, fads, etc.

Now give students newspapers and ask them to find examples of feature/human interest stories in the news today. Allow students to include items of human interest as well as horoscopes, gossip columns, recipes or advice columns. Discuss ways these stories differ from material found on the front page. Conclude that feature stories tend to be more colorful than straight news stories because they tell more than just the facts, and often provide descriptions and anecdotes.

Group activity A perennially popular human interest story is the feature interview, usually with famous or otherwise notable people. See who will be first in the class to find an example of a feature interview in today's newspaper.

Note ways in which the writer makes the story interesting by using direct quotes, descriptive detail or humor. Also point out ways that feature writers can inject their personal views into the piece. (Remind students that reporters writing straight news stories strive *not* to inject their biases or opinions into their work.)

Break the class into groups of two or three. Have each group list three or more people in the school or community who would make interesting interview subjects. Ask the groups to explain their choices. Help each to choose one person to interview (based on interest as well as accessibility.) Finally, have each group develop 10 questions to ask. (If students get "writer's block," have them base their questions on the 5Ws and H—who, what, when, where, why and how.)

Follow-up Each group should be encouraged to follow through on the preceding lesson by scheduling an interview with the person selected. Students may choose to do the interviews in person or by telephone. Following are guidelines that they might follow:

- Phone the person you are interviewing to set up an interview time. Explain that the interview will take no more than 15 minutes.
- Be on time and be polite.
- Have a pencil or pen (that you know works) and pad ready.
- Have your questions written down neatly for easy reading, with plenty of space in between each one for notes. If working in a group, decide in advance who will ask what questions.
- Use a tape rcorder if available, and check batteries. But never rely solely on a tape recorder. Take written notes too. Ask permission to tape the interview.
- After the interview, thank your interview subject for the time spent; offer to send the person a copy of what you write.

Students should either write their stories in question-and-answer format or try regular feature articles. If possible, arrange for the stories to be typed, reproduced and stapled together for a special class feature section.

Lesson 7

Objective To familiarize students with the newspaper's editorial section

Materials needed Newspapers, **Worksheet D**

To start Pose the following or similar questions to your students: What about today's world gets you angry? What would you like to change? Have them offer their ideas and then talk about some of the current "big" stories in the news. Which of these really worry students? For which would it help to hear other opinions?

Distribute newspapers and have students look at the editorial section. Are any of the "big news" items you talked about discussed in the editorials? More often than not, one or more will be—because editorials examine local, world or national issues that editors feel are the most important of the day. Even if the subjects you discussed are not in the newspapers students are using in class, chances are they were recently or will be soon.

Group activity The most important thing that students must learn when reading editorials is to separate opinion from fact. Point out how wrong it would be if everyone took the editorials as fact.

Editorials are written to get people to think about issues; although many editorials try to persuade people to believe one thing or another, the final decision about the issue is left to the readers.

Distribute **Worksheet D.** Have students first determine which of the isolated sentences are fact and which are opinion. Then students should circle the facts and underline the opinions in the letters to the editor that appear on the worksheet.

Follow-up Have the class examine the letters to the editor that appear in the newspaper. Discuss some of the topics presented and ask students their opinions about those topics. Then have students write their own letter to the editor on a current issue of interest. If they can't decide what to write about, suggest that they look through the newspaper's front section for subjects that "bother" them. Or have them choose from a list of familiar subjects. Encourage students to send the letters they write to the editor of the local newspaper.

Be sure students understand that it is every citizen's right to send a letter to the editor. Editors do their best to publish as many letters as possible, especially those on issues of interest to a great number of people. If sending a letter, address it to the editor by name as well as by title. (This information is found on the newspaper's masthead.)

Lesson 8

Objective To examine the role of advertising in the newspaper business

Materials needed Newspapers, local newspaper's ad rates

To start Ask students to find out how much the newspaper costs per issue. (The price is usually on the front page; classroom copies often cost less.) Point out that even by selling thousands of newspapers at that price, newspapers probably would not recover the cost of the newsprint (paper) and ink required to produce the issue. Ask students to think about how the newspaper company can afford to operate its plant, pay for supplies and compensate its employees. Lead students in a discussion of possible sources of income other than newsstand and subscription sales; students should come to see that the sale of advertising is a major source of revenue for newspapers.

Group activity Define and have students find examples of two kinds of newspaper ads—display and classified. Explain that newspapers rely on advertisers' money to support production. Without advertising, newspapers could not operate.

Also point out that newspapers can and do refuse to accept advertising that they feel is unfit to print. Explain to students why advertising and editorial are totally separate newspaper departments—to ensure that advertisers have no influence on news stories. Thus, an editorial opposing a political candidate might run in the same newspaper as an ad promoting that candidate. Keep on the lookout for other examples of the separation between advertising and editorial, involving products, events or people. You might want to point out that the independence of a newspaper's editorial department, whether from advertisers' or government influence, is integral to our concept of a free press.

To underscore the important role advertising plays in supporting the newspaper business, have students try this activity. Call your newspaper for its display ad rates or use the hypothetical rates listed below. (Newspaper advertising rates often follow complicated formulas. For the purposes of this exercise, ad rates have been simplified—to give students an idea of the revenues that newspapers collect. Please keep in mind that actual ad rates vary widely.)

Have students calculate the worth of the advertising in *one section* of one issue of the newspaper. First they should count the number of display ads in that section and measure the ads. (Use column inches; the width of the ad will be determined by the number of columns the ad runs, the length will be the inches, as measured by the student.) Students should multiply the number of inches by the appropriate ad rate given below. (You will need to know the circulation size of your local newspaper.) For example, suppose a student found an ad stretching across three columns, and measuring eight inches. For a small-sized newspaper, that ad would run $120—eight times the column inch rate (8 × $5 = $40), by three columns ($120). Total all answers to find the ad revenue for that section of the newspaper. When students see this number and realize that ads that use colored inks, ads in other sections and ads in the classifieds would add up to thousands of dollars more, they will have little trouble understanding how newspapers pay for their product!

Hypothetical Display Ad rates

	Small newspaper (Circulation under 20,000)	Medium-sized newspaper (20,000-99,000)	Large newspaper (above 100,000)
Column inch rate	$5.00	$12.00	$200.00

Follow-up Ask students to write essays describing the role advertising plays in supporting newspapers. They might explain why businesses advertise in the newspaper, and describe the benefits to readers of having ads in the newspaper.

Lesson 9

Objective To help students understand the important role that newspapers play in a democracy

Materials needed Newspapers, **Worksheet R,** red markers or scissors

To start Have students examine a copy of the Bill of Rights (see **Worksheet R**). Ask which of these rights applies directly to newspapers, as well as to other media. Then ask students to explain what freedom of the press means to them. (They might think about the reasons that the founders of our nation believed freedom of the press to be an essential right. As background information, teachers may want to talk about the early settlers' reasons for leaving England: press censorship, lack of religious freedom, etc.)

Group activity Provide students with an opportunity to recognize freedom of the press in action. Break the class into small groups and give each group a copy of the newspaper's news or editorial sections. Have students imagine that they are official newspaper censors—non-existent here, but a fact of life in non-democratic countries. Students should go through the newspaper, running red Xs through every article that is in any way critical of government, business or the American way of life. (For a more graphic demonstration, have students cut out each article.)

Each group should then explain or show what is left of the newspaper after the censors have done their work. What really important things have been cut out? Discuss.

Students should come to understand that we know what is going on in our country, whether good or bad, because we have a free press. In countries where the press is censored or controlled, people are told only what the government would like them to know.

Follow-up Have students respond in writing or in group discussion to one of the following quotations on freedom of the press:

"All I know is what I read in the papers."—Will Rogers

"Were it left to me to decide whether we should have government without newspapers or newspapers without government, I should not hesitate for a moment to prefer the latter. But I should mean that every man should receive those papers and be capable of reading them."—Thomas Jefferson

"Why should a government which is doing what it believes to be right allow itself to be criticized? It would not allow opposition by lethal weapons. Ideas are much more fatal things than guns."—Nikolai Lenin

Lesson 10

Objective To have students compare print and broadcast news

Materials needed Newspapers, **Worksheet E**

To start Take a class poll. Ask students: Before you began studying the newspaper, how many of you read it regularly for news? How many read it occasionally? Never? Ask the same question about TV and radio news. For what kinds of stories did you look, if any?

Discuss why it is important for young people as well as adults to keep informed about what is going on in the world.

Group activity Explain that even though there is a feeling of competition among many newspaper and television reporters, the two media forms actually complement each other. Can students think of ways in which this is true?

Discuss key purposes of TV and radio news: to report the "big" news of the day in a brief time span. Next talk about what newspapers can accomplish that TV and radio can't: providing additional information on the same stories, plus detailed coverage of other important stories.

Distribute **Worksheet E.** Instruct students to watch television or listen to the radio for evening news broadcasts. Then ask them to record what they have learned from the broadcasts on the worksheet's chart. The next morning they are to look for the same stories in the newspaper, and compare coverage by the various media forms. At the completion of this exercise, you might ask if they agree with the statement that TV and radio headline the news, while newspapers provide more in-depth coverage. Why is each important?

Follow-up Based on the previous discussion, students can write stories about a week in which all news sources—TV, radio and newspapers—could not report the news. (Allow students to think up their own explanations for this unlikely phenomenon—say, an alien takeover or a total power failure.) What might happen across the country? What problems might occur as a result? Students might call their articles "No News is Bad News."

20 More Know Your Newspaper

Following are devices that advertisers use to sell their products: bandwagon (everybody's doing it), glittering generality, "snob" appeal and testimonials, to name a few. Alert students to some of these devices; ask students to see how many examples of each they can find in the newspaper.

Ask students to choose an interesting letter to the editor and draw an editorial cartoon to illustrate it.

Clip and keep in a file articles on important and interesting people, places and events around the world. These clips will come in handy for on-the-spot discussion starters, reports, projects, etc.

Stories are often attributed to news services. See how many different services students can find mentioned in the newspaper. Discuss how news services work.

Collect front pages that students feel have historic value. Each month, choose the one that seems most important. Create a chronological display showing a month-by-month recap of the biggest news items. At the end of the school year or after a period of several months, ask students if they still feel each selection is historically important. Why or why not?

Hold a newspaper career day and don't just limit it to writers. Invite people from all departments to attend, from advertising to editorial to circulation to promotion, so students can learn about the many jobs that newspapers have to offer.

Some people feel that there is not enough good news in the newspaper. Put it to the test. Have students categorize each article in the newspaper as good news or bad. Of which is there more? Ask students to think about why newspapers often print "bad" news.

Some newspapers carry special features just for kids. If so, make the kids' pages regular reading assignments for the students. If not, have students write a letter to the editor describing the kinds of things they would like to see in a regular youth feature.

Keep a clipping file of photos from the newspaper. Then have students write an imaginary news story about one of the photos, using the 5Ws and H.

Challenge students to conduct interviews with people they meet in school or elsewhere; students should base their questions on the 5Ws and H.

Ask students to keep track of the number of pages in the newspaper each day for a week, and chart the results. Students should think about why the paper is smaller on certain days of the week. What is the lightest day? Heaviest? What are possible reasons for this?

The comics, games, puzzles, etc. are all feature items. How many different kinds of regular feature items can students find in today's newspaper?

Have students think about what life would be like if newspapers, TV and radio no longer existed. They might write a story about what would happen on "the day newspapers disappear."

Instruct students to find the newspaper's motto—on the front or editorial page. Ask them to explain the motto's meaning, or what it means to them.

So that parents and children will work together with the newspaper, assign home reading of articles. Students can report on what was read and discussed at home.

Headlines are written to fit the space allotted. Distribute to the class stories without headlines, and challenge students to write one- or two-line headlines for those stories. The headlines should be no more than 30 characters long. (Spaces between words count as characters.)

Imagine that the top story of the day had to be shortened at the last minute because another big story broke and had to be fit in. Ask students to be copy editors; instruct them to edit from the bottom up. How much of the first story can they cut without losing the essential facts?

What do students like best about reading the newspaper? Have them write editorials explaining the parts of the newspaper they like best and why. Have them attach to their work examples of the things they like best.

Students might try to write classified ads for items they want to sell. Encourage students to be creative in the abbreviations they use for their ads; the only requirement should be that other readers understand the ads!

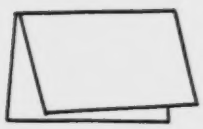
On a tour of the newspaper, students might see pressmen wearing hats made from newspapers. These hats are to keep ink and dust out of their hair. On the next page are diagrams that show how to make a pressman's hat. Have students try it in class.

A pressman's hat

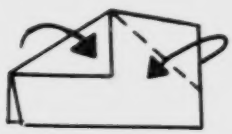
If you go on a tour of a newspaper plant, chances are good that you'd see the men and women in the pressroom wearing hats made from newspapers! This is because printing a newspaper is very messy business and they use the hats to keep ink and dust out of their hair. Here's how to make one for yourself! (P.S. if your newspaper is a smaller tabloid, the hats will be small. Use larger newspapers if you can.)

Here's what you do:

1. START WITH FOLD AT TOP OF NEWSPAPER



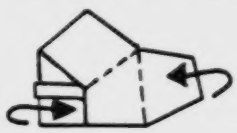
2. FOLD TOP CORNERS DOWN TO MEET CENTER



3. FOLD UP EDGE OF TOP SHEET ONLY TO MEET BOTTOM OF TRIANGLES

4. FOLD THE SAME SHEET UP AGAIN TO FORM THE HAT BAND

5. TURN THE HAT OVER AND FOLD LEFT AND RIGHT SIDES IN TO MEET AT CENTER

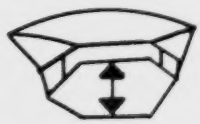


6. FOLD BOTTOM CORNERS UP TO MEET BASE OF HAT BAND

7. FOLD WHOLE FLAP UP AND TUCK INTO HAT BAND

8. FOLD PEAK DOWN TO BOTTOM OF HAT AND TUCK INTO BAND

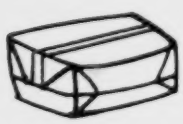
9. OPEN UP HAT



10. FLATTEN TOP BY SQUARING OPENING AND CREASING TO FORM TWO PEAKS AT TOP

11. TUCK PEAKS INTO HAT BAND

AND THERE'S YOUR GENUINE PRESSMAN'S HAT!



Language Arts

Lesson 11

Objective To develop creative writing skills through use of newspaper photos

Materials needed Newspapers, mounted newspaper photos

To start Ask students for definitions of creativity. Also ask them to name a favorite story that they think fits their definitions. Talk about what makes these stories interesting, funny or unusual. Suggest that some of these stories may have been based on the writers' own experiences, while others were simply wonderfully creative products of the imagination.

Group activity Help unlock students' creativity with this "picture-perfect" activity. Have students choose an interesting, funny or unusual photo from the newspaper. (Teachers may want to have a file of interesting newspaper photos for use in this and other activities.) Ask students to write a story about what happened before, during and after the photo was taken. Stories can be completely imaginary or students can try to re-create the factual aspects so that their stories have a straight news approach. For an eye-catching creative writing display, stories can be posted on the wall underneath the photos.

When the stories are completed, ask the class whether it was easier or more fun to get started on a creative writing assignment with the help of the photo as a "prop." Think about other newspaper-related starters for the next writing assignment: personal ads, comic strips, unusual short news items.

Follow-up Ask students to sit in a circle; give each person, yourself included, a funny, interesting or unusual newspaper photo. Start the activity by telling a little bit about your picture and then turning the floor over to the next person in the circle. This person continues the story by relating it to his or her photo. Keep the story moving around the circle until a most wondrous tale has been woven. Creative craziness counts!

Lesson 12

Objective To help students understand the purpose and meaning of common abbreviations and acronyms in a newspaper

Materials needed Newspapers, **Worksheet F**

To start Ask students to explain what abbreviations are and why we use them (to save space, to avoid writing out a word used repeatedly, and so on). Have students name some familiar abbreviations. List examples on the board.

Give each student a newspaper. Ask: Who can find an abbreviation first? Students should identify the word the abbreviation represents. (Teachers also might want to note that, as a general rule, newspapers only refer to something by initials after it has been written out once in a story. However, in the case of a well known or often used item, such as the U.S., the abbreviation may appear without the written out definition.

Group activity Have students turn to the newspaper's classified pages. Explain that there are probably more abbreviations here than anywhere else in the newspaper because advertisers save money by saving space. Point out a few examples.

Hand out **Worksheet F.** Students should find each abbreviation listed in the ad shown and name what it stands for (for example, pc. = piece). Point out to students that context clues may help them decipher some of the trickier ones. Teachers also may want to devise similar exercises using ads from the local newspaper.

Follow-up Have students look up the definition for *acronym.* On the board, list some examples (NOW = National Organization for Women; NASA = National Aeronautics and Space Administration). Hold a contest among several groups of students to see how many acronyms each can find in a week's worth of newspapers. Have each group compile its lists of acronyms, along with the written out words represented by those acronyms. The group with the most acronyms wins. For extra credit, challenge students to create their own acronyms for a real or imaginary organization.

Lesson 13

Objective To review antonyms, synonyms and homonyms

Materials needed Newspapers

To start Have students define orally or in writing the following: synonym, antonym and homonym. Ask students to give examples of each and write them on the board. Are there easy ways for students to remember which is which? If so, write these helpful hints on the board as well.

Group activity Many times a dull newspaper headline can be made more interesting by using a synonym. For example, "President Reduces Budget" sounds more exciting than "President Slashes Budget." Give students five newspaper headlines that could use some "jazzing up." Have them rewrite the headlines, using synonyms for nouns or verbs.

For another exercise, teachers or students might draw a large tree with several branches—a "pair" tree! On each branch, students can tape examples of homonyms they find in different newspaper ads, headlines and stories (e.g., "through" and "threw"). "Pair" trees also can be constructed for synonyms and antonyms.

Additionally, you might ask students to find an ad that contains several descriptive words. Just for fun, have them rewrite the ad, using antonyms for as many of the descriptive words as possible. For example, creamy, sweet milk chocolate pudding might become lumpy, sour pudding! (Display ads work best for this exercise.)

Follow-up For an extra lesson on synonyms, here's one to challenge sports lovers. Explain that there is an old joke that says sports lovers never "win" or "lose," they just "conquer" or "fall," "triumph" or "suffer." Have the class follow the sports pages for a week or longer, and post on a bulletin board every synonym for "win" or "lose" that they can find. Then challenge students to write their own headlines for school or local teams' wins and losses, using these and other synonyms. Who can come up with the most creative headlines?

Lesson 14

Objective To use comics to foster creative writing and vocabulary skills

Materials needed Newspapers, construction paper

To start Ask students to name their favorite comic strips and describe what they like best about the characters in the strips. Tell students what your favorites are: remember, comics aren't just for kids!

Explain that the "bubbles" in comic strips take the place of quotation marks. Using a comic strip from the newspaper, write out dialogue in standard form, using quotation marks and phrases of attribution.

Group activity Have students create their own character to be introduced as a newcomer to their favorite comic strip. For example, they might develop a new kid in the "Peanuts" gang or a new pet in Garfield's house.

Begin by having each student draw a picture of the new character and write a description of the character's personality. Next have students draw their own three-frame comic strip, using both new and regular characters. Students might want to refer back to recent comic strips for ideas, or they can design their comic strips to pickup where today's strip left off. They should write the dialogue in bubbles above the characters' heads.

Compile all the finished strips together for a class "funny pages."

Follow-up Comics often contain unfamiliar words. Weekly vocabulary lists will be a lot more fun when students develop their own lists of new words, using comic strips as sources. (Serial and adventure strips are especially good for this activity.)

Each week have students find five new words in the comics to write down and define. To underline the importance of using words in context, have students cut and paste the strips next to the words they have selected.

Lesson 15

Objective To help students learn—by using headlines—to interpret context clues for word definitions; to help students use headlines to summarize an article's main idea

Materials needed Newspapers, envelopes, **Worksheet G**

To start Ask: What does a newspaper headline do? (Summarizes the story that follows, attracts attention, give newspapers an interesting look, etc.) Next, ask students to look at a specific newspaper headline, without reading the story it accompanies. Ask them to speculate about the contents of the story, based on the headline alone. Read the story aloud. Were students on target?

Then have students skim the newspaper for interesting headlines. Ask: What is it about headlines that catches the eye? The subject? The wording? The type size? Discuss ways that newspapers make headlines eye-catching.

Group activity To help students use context clues in making sense of headlines, distribute **Worksheet G.** Vowels have been omitted in headline words; students must use context clues in the headlines and in the leads of articles to be able to fill in the blanks.

For further practice, try this matching activity. Separate headlines from five short articles and put the pieces—shuffled so the headlines are physically separated from the articles—in an envelope. Make an envelope for every child in the class. Students should take their envelopes, pour out the contents and race to match the headlines to the correct articles. Remind students that context clues will help! (They should try to get the sense of the articles, especially since the headlines may have some unfamiliar words.) Have students keep track of the time it takes to complete the matching task; they should write their times and names on the envelopes. Have students trade envelopes and try to beat each other's times.

Follow-up For practice in writing and getting the main idea of a story, have students write their own headlines for news stories. Prepare newspapers in advance by cutting out the headlines from short, easy-to-read articles. (You may want to vary the selections so that students work on different assignments.)

Students must find the "headline-less" story, read it and write a headline that communicates the story's main idea. Encourage students to use action verbs!

Lesson 16

Objective To help students read critically and practice correct grammar

Materials needed Newspapers, **Worksheet H**

To start Ask students if they have ever noticed a mistake in a newspaper, magazine or book. Ask for examples or give some yourself. Look to see if there is a correction notice in your class newspaper. (Corrections usually appear near the front.) If not, be on the lookout in future issues for notices or for the errors themselves. Explain that even though a newspaper has proofreaders—people who read finished articles and ads for errors—mistakes still slip by.

Group activity Have students practice their grammatical skills and pretend they are newspaper proofreaders. Use **Worksheet H;** have students find and correct all the mistakes in the article. For further practice, reproduce any articles or ads containing errors that you find; ask students to locate and correct the errors.

Follow-up Arrange for proofreaders or copy editors from the local newspaper to speak to the class about their work. Ask if they can bring along actual proofs of a past issue as a visual aid. Also ask your visitors to describe newspaper production processes, explaining where they fit in. Students also might prepare questions in advance.

If at all possible, try to arrange for a class visit to the newspaper, so students can see how copy is edited on computer.

Lesson 17

Objective To give students practice in writing clearly and concisely.

Materials needed Newspapers, **Worksheet I**

To start Distribute newspapers and have students turn to the classified ad section. Ask: Why do you think these ads are so short? Why don't advertisers tell people more about what they want to sell or publicize? Why don't they use more descriptive language to make what they have to sell sound even better?

Explain how and why classified ads are placed; students should understand that the longer an advertisement, the higher the cost. Therefore, advertisers try to make their classified ads as informative as possible, using few words.

Group activity Ask the class to look through the classified ads to find one of the longest ads and one of the shortest. Compute how much each ad costs by using the ad rates at the front of the classified section (or estimate the cost at $1.00 a line).

Now turn to the very wordy classified ad on **Worksheet I.** Ask students to use the same cost per line as they used in the preceding exercise to calculate how much the worksheet ad would cost. Have students rewrite the ad, eliminating as many unnecessary words as they can. (Do not have students use abbreviations for this exercise.) Afterwards, have students figure out how much money the rewrite saved.

Follow-up In **Lesson 12,** students learned that classified ads commonly use abbreviations. Have them again rewrite the ad on the **Worksheet I,** this time using abbreviations. How much additional money was saved? (Remember to count lines to calculate cost. Students should use a 28 character line.)

Lesson 18

Objective To help students understand symbols in the newspaper

Materials needed Newspapers, **Worksheet J**

To start Define the word "symbol" for students. Ask for examples with which they are familiar: a heart for love, a dollar sign for money, a "smiley" face for happiness, etc. Discuss reasons why we sometimes use symbols in place of words to get a message across: symbols are more direct, they may be interpreted more quickly, pictures may "stick" in the mind, etc.

Explain that people who draw cartoons, story illustrations and ads for the newspaper often use symbols to convey messages. These symbols are pictures of things that have become synonymous with ideas. For example, the dove is the symbol of peace.

Group activity List or draw common newspaper symbols on the board: dove for peace, donkey for Democrats, elephant for Republicans, bears and bulls for stock market, etc. You might speculate with students as to why these symbols have come to represent the things they do. Have students collect editorial cartoons from the newspaper for a week or longer. Identify the symbols in each and the messages they were meant to convey.

Have students complete **Worksheet J;** explain that the November 1985 summit meeting between President Reagan and Soviet leader Gorbachev was the source of commentary by many editorial cartoonists. Much may have been written about the meeting between the two men, but cartoonists found a way to express their thoughts with fairly simple drawings.

Follow-up Students should choose from among the symbols discussed in class and use one in an editorial cartoon of their own creation. Or they can think up their own symbol for something and make a cartoon around it. For example, they might use an overflowing trash can as a symbol for pollution.

Lesson 19

Objective To use the newspaper to improve student listening and reading comprehension skills

Materials needed Newspapers, color pictures, construction paper, collection of articles

To start Hold up a large color picture from the newspaper or elsewhere, making sure everyone in the class gets a good look at it. After about 30 seconds, put the picture face down and ask students to jot down everything they can remember about it.

Compare lists. Talk about how easy it is to look at something without really paying attention to it. Ask students if they ever have had a similar experience with listening or reading.

Group activity Tell students that you are going to use a game to help them improve their comprehension skills. Read an interesting story from the newspaper, and ask students (individually or in teams) to answer questions about it. Questions might be based on the 5Ws and H—the who, what, when, where, why and how of the story. See which students or teams can recall the most. Try this activity with other stories as well. Stress attention to detail, as well as to the gist of the stories.

Follow-up Students' comprehension is better when they are interested in the subject discussed. Give students a list of 10 categories: sports, fashion, school news, entertainment, celebrities, etc. Have them choose the two or three that interest them most.

Set up five learning stations, each containing news stories from a popular category. The articles for that category can be mounted on construction paper; questions about the article should appear on the reverse side. Students can go to the station of their choice and read the articles, testing their own comprehension with the questions. Change the articles every week or so.

Lesson 20

Objective To develop students' writing skills through production of a class newspaper

Materials needed A few newspapers for models, poster paper

To start Open class discussion with the statement that not everything in the newspaper is of interest to everyone. In fact, very few people read the entire newspaper; most read only those parts that interest them. Ask: What does not interest you in the local newspaper? What does? If you could publish your very own newspaper, what would it feature regularly? Record student suggestions on the board.

Group activity (If necessary, review lessons **3-7** before beginning this activity.)

Have students become editors and create their own newspaper, with the teacher as publisher.

Divide the class into editorial groups on subjects that interest students—say, school news, fashion, sports, money, etc. Have each group begin by proposing a list of story ideas for its newspaper section. Individually or in teams of two, students should write one of these stories within the next week. (Editorial groups should each produce three or four stories.) As publisher, you should schedule 10-minute editorial conferences with each writer or team to help students get started. Stress the 5Ws and H—who, what, when, where, why and how—and suggest possible interview or research questions.

Set a deadline by which articles must be turned in. Each editorial group is responsible for seeing that everyone in the group meets the deadline. Peer teaching works!

Follow-up When all articles have been turned in and have been corrected for errors by the publisher, give corrected "copy" back to student editors. Writers should copy their stories neatly on a large sheet of paper, laying it out so that four or more stories fit on a page. (Typing the stories with narrow column margins would be ideal!)

After the layout is done, each group can design a cover for its section, focusing on one of the key stories and using an illustration or photo with related headline. Explain how "teasers" or short lines of copy also can be used to draw readers' attention to other articles inside the section. (You might want to create your own cover for a section, or show examples of section covers in the local newspaper.) Groups doing straight news might design a logo and front-page illustration instead of a section cover, to make the class newspaper look like the real thing.

The final step is to form a production line of editors who collate and tape the sections together to make the finished product. Circulate the class newspaper to others in the school or use it as a display.

20 More Language Arts

Have students erase or white out the words in the "bubbles" of their favorite comic strip. Have them write in new dialogue related to the characters' actions.

Make a "values bag." On the inside, have students drop words, pictures and articles that represent what they value from within. On the outside they can draw pictures of themselves and their family. Go around room asking students to draw an item out of the bag and explain its significance.

Cut apart the words of five newspaper headlines. See how many different sentences students can compose with these words. (Add one or two "blanks" for parts of speech sometimes omitted from headlines.)

In a lesson on sequencing, cut apart and scramble the frames of a comic strip. Have students race against time or each other to put the frames back in the correct order. To make it harder, cut apart the frames of a few days' worth of a serialized strip and have students place those in the correct order.

Have students race against time or each other to find *all* the letters of the alphabet in the newspaper. It's not that easy!

Have students rewrite the words in comic strip bubbles in standard dialogue form, using phrases of attribution and new paragraphs for each speaker.

Students can make a "half and half" collage. On one half of a large piece of paper they can paste newspaper ads, articles and pictures about things they value in life. On the other side, they can place items that they do not value (crime, pollution, dishonesty, etc.).

Have students act out major headlines in the news in an activity similar to charades. Sports headlines are especially fun.

For practice in interpreting abbreviations, students can rewrite classified ads in full sentences, using the unabbreviated words.

Use selected advice columns as discussion starters on current youth concerns, such as drug and alcohol abuse. Ask students to write their own advice columns in response to letters you find in the newspapers.

Have students underline all the adjectives and box all the adverbs in a descriptive display ad. Then have them draw arrows to the nouns and verbs they modify.

Use an unusual newspaper photograph as the starting-off point for a creative writing assignment. Students must use the people or event pictured in the story.

Have students illustrate a descriptive classified ad. Pet ads are particularly fun for students. Paste the ad below the picture.

Have students write captions for newspaper photos you select. Their captions should include the 5 Ws and H, and may be real or imaginary.

Practice letter writing skills. Students should respond to a job ad, or write a letter to the editor on an issue of concern.

Students can keep vocabulary notebooks. Every week they can find five new words in the newspaper and look up their definitions. Below the words and definitions in the notebook should be pasted the way they were used in the newspaper.

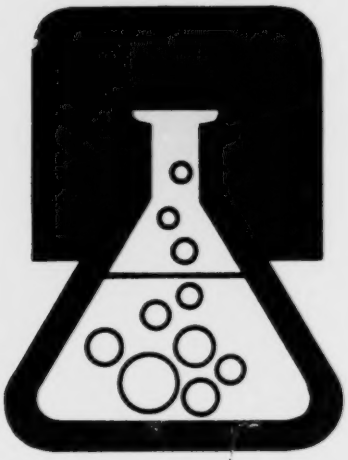
Newspaper artists often draw pictures to enhance a story in the newspaper, especially feature stories. Have students illustrate their own article in the newspaper, using information in the story for ideas.

If Snoopy met Garfield, what would they say to each another? Have students choose two comic strip characters from different strips and create a new comic strip about the day they met.

Have students find examples of the following kinds of sentences in the newspaper: declarative, exclamatory, interrogative. Have students clip examples of each, pasting them on paper and labeling them.

Give students time to read the newspaper each day for no other reason than enjoyment. No tests, no follow-up. Just no-strings-attached reading to help develop the reading habit.

Science



Lesson 21

Objective To examine how science affects our lives—past, present and future

Materials needed Newspapers

To start Open class discussion by asking how students think their childhood is different from that of their grandparents. Of their parents? What role has science played in these changes? How do they think life will be different for their own grandchildren? Share your own life experiences regarding scientific change—computers, space travel, etc.

Group activity Have students look through newspaper display ads to find five products or services that they believe did not even exist 50 years ago: microwave ovens, electronic calculators, home computers, etc. Write each on the blackboard. Students may not realize how recently some common items came into use; point out items they have overlooked.

Now talk about the items listed that were introduced within the last five years or so. Which are 15 years old? 25? Longer? There may even be a few items new this year! Conclude that science does have a big effect on everyone's life; science continues to make changes in our lives year after year.

Follow-up Students can write a research report on one of the items listed in the previous activity. They should find out as much as possible about the item's invention. They should use the 5Ws and H—who, what, when, where, why and how—as a guide in writing their reports.

Lesson 22

Objective To explore the role science plays in everyday life

Materials needed Newspapers

To start Ask students why they think they must take science in school—beyond state-mandated requirements! Do they think it is an important subject? Why? Discuss.

Group activity Sometimes science seems far removed from many children's lives—with the exception of computers and space travel, of course! Try this newspaper activity to help bring science closer to home.

Group students in teams of two or three; give each team a newspaper. Have them race against other teams to find ads and stories related to science. They should write down the item on a piece of paper and explain the science connection. For example, they might find a picture of a box of frozen peas. The relation to science is the development of techniques to freeze and preserve foods. A carton of milk suggests pasteurization. A polyester shirt might suggest the science of man-made textiles. The point is that just about everything is related to science in some way.

See which team comes up with the greatest number of items in 15-20 minutes. Which team has produced the most unusual example? Choose some examples for class discussion; be sure to clear up any misconceptions or give additional background information on the specific areas of science each represents.

Follow-up Choose one of the scientific areas isolated in the previous activity to study further as a class. The study might include a visit to a local science and industry museum . . . a field trip to a related factory or plant . . . a presentation by the newspaper's science editor . . . or individual reports on the subject.

Lesson 23

Objective To examine the weather via newspaper reports

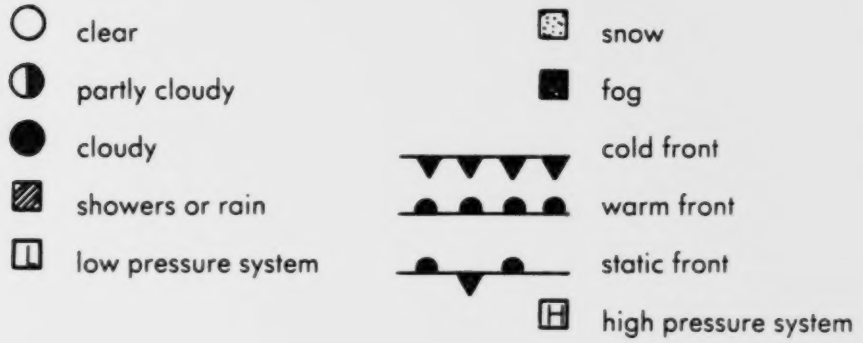
Materials needed Newspapers, cardboard, markers

To start Ask: Is weather study a science? Why or why not? Explain that meteorology is the study of the weather; we know many scientific facts about various weather conditions. But unlike many other areas of science that can be manipulated by humans, scientists can't create or change the weather—they can only try to predict it from what they know. And that's hard enough! Students may have their own stories to tell about weather forecasts that weren't very accurate.

Group activity Distribute newspapers and have students turn to the weather section. Ask the class to find and define some common weather terms:

- Front (cold, warm or static)
- High and low pressure systems
- Wind velocity
- Precipitation
- Relative humidity
- Pollution levels
- Sunset and sunrise

Look at the newspaper's weather map. Point out that the map is based on information from the National Weather Service, which forecasts national weather conditions on a round-the-clock basis. Newspaper weather maps usually feature the forecast symbols below. Have students find examples of three or four of these symbols on the map and explain what each means.



Follow-up Have students make cardboard replicas of the weather symbols above. They may also want to make cards for various temperature ranges—say 65-70 degrees, 70-75 degrees and so on. Assign a weather team (two or three students) for each day of the week to read the newspaper's morning weather forecast and post the appropriate symbols and temperature ranges in the classroom. Each day the class can interpret the symbols, checking the forecast with the weather outside.

Lesson 24

Objective To help students become aware of the wide variety of jobs related to science

Materials needed Newspaper help wanted sections

To start Ask students if they think they would like to work in science-related fields. If so, which ones? List different categories on the board: medicine, computers, space exploration, etc. Point out that you don't have to be a scientist to work in many of these fields, but it helps to have an interest in the area of science that relates. Doctors and nurses clearly are interested in medical science, while engineers and mechanics usually lean toward the physical sciences and math.

Group activity Ask students to use the newspaper's employment section, and skim through the ads, marking any science-related job they can find. Have them work individually or in teams to see who can find the most.

List the jobs found on the board; add your own findings if desired. Students should name the science categories that relate to the jobs listed. (Teachers may want to keep the list from the start-up activity as a guide.) From information in the ad and from their own knowledge, students should talk about the kinds of science-related education and experience that would be needed. List these qualifications next to each job listed. Conclude that all these job possibilities suggest an important reason for studying science in school.

In the weeks that follow, keep an eye out for articles about local or famous people in science-related fields. If possible, try to arrange for the person featured in the newspaper (or for the article's author) to speak to the class.

Follow-up If students express a strong interest in one or two of the fields of science categorized above, try to arrange a field trip to a related company, organization, musuem or trade show. (Newspaper stories might give you ideas for places of interest.) On the trip, make it a goal to find out about *all* jobs associated with that area, not just the most visible or glamorous.

Lesson 25

Objective To look at scientific aspects of the newspaper industry

Materials needed Newspapers, tour of newspaper plant

To start Ask the class to think about ways in which newspapers are related to science. Printing, paper processing and recycling are a few obvious examples. On closer examination, students might suggest such things as computers for typing, the phone system for reporting, trucks and cars for paper distribution, satellites for transmission of information or color inks for newspaper graphics. See how many different ideas students can come up with.

Group activity Ask: How do you think a newspaper is produced? If possible, arrange for a tour of the local newspaper. (Contact its public service or educational services department.) Before you go, introduce students to the following newspaper production terms:

- *Copy*—All the words in a newspaper
- *Galleys*—Columns of printed copy
- *Layout*—Cut and pasted-up copy on newspaper-sized sheets
- *Typeset*—How the words are printed in a newspaper
- *Velox*—A picture of the typeset copy
- *Cut*—A reproduction of a velox into metal
- *Matte*—A papiér-mâché-like reproduction of the metal cut
- *Newsprint*—The paper on which a newspaper is printed
- *News service*—An organization that gathers news and transmits stories and photographs to the newsroom
- *Press*—The printing machine on which newspapers are printed

Ask the tour guide to point out examples of these items. Also ask for figures on how much paper and ink is used each year. Students might come up with their own production questions to ask on the tour.

Afterwards, discuss the tour and answer any remaining questions that students have. Was the plant as they imagined it would be? What surprised them most about newspaper production?

Follow-up What happens to old newspapers? (Most newspaper companies save them for recycling.) Readers can recycle their newspapers and earn money, too! Look in the phone book for the recycling plant nearest you. After enough class newspapers have been saved, take a class trip to the center, return the newspapers and try to find out more about the recycling process. A call in advance might guarantee that someone knowledgeable about the recycling process would be at the center that day.

Lesson 26

Objective To help students learn to separate scientific fact from theory

Materials needed Newspapers, **Worksheet K**

To start Ask students for their definitions of "theory." What is the difference between a scientific theory and a scientific fact? Explain that theories need to be supported by a body of evidence before they can be accepted as accurately explaining scientific phenomena. Because it often takes years for theories to be established (through research), science may be said to be made up of many theories, some more widely accepted than others. (For example, before the days of the explorers, a predominant theory was that the earth was flat. Once the first explorer circumnavigated the earth, this theory was no longer accepted. We now know, *as a fact*, that the earth is round.)

Group activity Introduce **Worksheet K.** Ask students to read the science articles to determine which is about a theory and which is about a fact.

When students have completed the worksheets, ask them to find three more examples of scientific theory and three of fact in their local newspaper. (This assignment may take a week or longer.) Health columns, science feature stories or even straight news articles should provide students with plenty of material. Under each article, students should write a sentence explaining why it is theory or fact.

Compile students' examples into a scrapbook that has been divided into fact and theory categories. Keep the scrapbook handy in class for free reading time, discussion starters and report material.

Follow-up Have students write a research report on a scientific theory or fact they have read about in a newspaper story or in their own textbooks. The story or textbook information will provide students with some of the details, and other library reference materials can provide them with additional information.

Lesson 27

Objective To explore environmental issues in the news

Materials needed Newspapers

To start Ask students to explain in their own words the meaning of the phrase, "natural environment." Discuss environmental problems facing today's citizens. List these problems on the board.

Group activity Using the list from the preceding activity, have students look for related stories in the newspaper. Choose one or two of these stories to read in class. Have students answer the following questions about the story:

- What environmental problem does the story describe?
- Why does the problem exist?
- What people or organizations are involved with the problem and in what way?
- What, if anything, is being done to solve the problem?
- Is there anyone or anything standing in the way of solving the problem? Explain.

After answering the questions and talking about the problem in class, have students write letters to the editor relating their views of the situation. Or they might want to write about another environmental problem that concerns them. Send the letters to the local newspaper, with a note explaining the class' study of this issue.

Follow-up Sometimes people think that environmental problems in the news can only happen "somewhere else." But just about any town or city has the potential for some type of environmental problem these days. The good news is that much is being done to prevent problems from happening or getting worse.

Take a class trip to a town or city department involved in protecting the environment—say, the water or sanitation department, a recycling center or factories that are properly disposing of their waste materials.

Lesson 28

Objective To make students aware of ways newspapers can teach about nutrition and good health

Materials needed Newspapers, paper plates, scissors, glue, markers

To start Ask students to explain what the old adage "You are what you eat" means to them. Ask them to give examples of "junk" foods and the reasons why they are considered "junk." Talk about the value of some foods over others.

Group activity Challenge students to create a nutritious menu that they would actually eat. Separate the class into groups of two or three and give each group a newspaper food section, three paper plates, and markers. (The plates should be marked to represent each meal of the day.) Using the food section, have the groups locate nutritious items with which to "make" breakfast, lunch and dinner. Students should clip names and pictures of these food items and paste them on the appropriate plates. Post the grouped plates on the bulletin board for an eye-catching display. Go over each group's menus, discussing healthy and not-so-healthy choices on each.

Follow-up The food section and other regular newspaper features often carry nutrition news of importance to everyone. Start a class scrapbook of nutrition-related news and feature items, and ask students to add to it periodically. You also might want to feature a weekly "nutrition update," in which individual students report on nutrition news or information found in the newspaper.

Lesson 29

Objective To learn about medical science through the news

Materials Newspapers, index cards, paper, scissors, glue

To start In class, talk about medical problems and breakthroughs that have made the news in the last year or so. For example, in 1985 stories about artificial heart transplants appeared regularly. Discuss why it is important to be knowledgeable about medical and health issues, and ways the newspaper can help keep us informed.

Group activity Hardly a day passes when some aspect of medicine is not reported on in the newspaper, either in health columns or in general news stories. Have students undertake one or more of the following activities as a way to keep informed about health and medical issues.

- Students can use the newspaper to make a medical dictionary. Newspaper stories about diseases, sicknesses or other medical terms usually contain definitions or descriptions. Have students watch general news and health columns for a period of time and copy each new term and definition on an index card. Arrange cards in alphabetical order.

  Have a contest to see who has the most cards by the end of the specified time period. Compile all the cards in one alphabetical reference file.
- Use some of the more unusual medical terms from the newspaper and play the popular game "dictionary." (Students make up definitions, attempting to create the most believable definitions for each term.)
- If a health-related story breaks, have students follow it from beginning to end. As major coverage of the story tapers off, students can write a recap.
- Have the class create a scrapbook of articles on health-related issues of special importance to young people, such as drug and alcohol abuse, weight control, skin problems, etc. Keep the scrapbook handy for free reading times, discussion starters and reports.

Follow-up When a particular medical item in the newspaper interests students, try to have a doctor or other health professional come to class to discuss the issue and answer questions. Health reporters also may be good candidates as speakers, especially regarding issues such as drug and alcohol abuse and others of national or local concern.

Lesson 30

Objective To explore scientifically-based ideas for fiction stories

Materials needed Newspapers

To start Ask students to tell you about their favorite science fiction stories. Do they think that any of these could be "science fact" some day? Explain that many of the early science fiction writers wrote about space travel and robots—long before the technology for either was invented. Many of those science fiction writers had real-life science backgrounds; Jules Verne was one such writer. Conclude that it is possible that today's science fiction may become tomorrow's reality.

Group activity Have students read through several science stories in the newspaper. (You might want to clip those that would especially interest your students.) Which of the topics discussed would have been considered "science fiction" 50 years ago? 20 years ago? 5 years ago?

Now challenge students to look 50 years ahead. Based on current areas of scientific exploration, what do they think will be science fact in the future? Students can suggest possible achievements: cure for cancer, civilizations in space, etc. Then ask students to write a news story describing one of those achievements, taking place 50 years from now. They should start their stories with answers to the 5Ws and H: who, what when, where, why and how.

Follow-up As science fiction stories often point out, scientific discoveries can be used for evil as well as for good. Have students think of examples of science being used for evil purposes in fiction they have read or movies they have seen. Talk about problems that we face today as a result of scientific discovery—the threat of nuclear war, problems relating to medical ethics, and so on. Keep on the lookout for related articles in the news, and talk about what citizens can do to help make sure the privileges of scientific knowledge are not abused.

20 More Science

Use this recipe to keep old newspaper clippings from turning yellow. It works because the magnesium carbide neutralizes the acid in the paper. (It is the acid that makes the newspaper age.)

> Dissolve a milk of magnesia tablet in a quart of water; let stand overnight. Pour the mixture into a container large enough for the sheets of newspaper or clippings you want to preserve. Put the clippings in so they're completely covered by the liquid. Let them soak for an hour, then take them out and pat them dry. They'll be crisp and new for a long time to come!

Use the horoscopes as an entertaining diversion in a study of the stars. Explain how horoscopes are written. Test the scientific accuracy of horoscopes by having students follow theirs for a few days. Do any of your young scientists believe that horoscopes are accurate indicators of the future? Why or why not?

Young people often are interested in sports. Watch the sports section for sports science or medicine news. Post the articles and discuss.

Science and politics occasionally mix. Discuss scientific issues in the news, and invite students to express their opinions. (Nuclear weapons, nuclear power, and genetic "engineering" are some of the topics you might ask your class to consider.

Have students draw editorial cartoons about a scientific issue to reflect their own views on the issue.

How many comic strips deal in science fiction? Have students choose an existing comic character to cast in their own new strip about a major scientific discovery—real or imagined.

Make a science mural. Down the left-hand side of a large piece of paper, write the letters S-C-I-E-N-C-E. Have students find words and pictures of things related to science that begin with each letter: satellite for "s," comet for "c," and so on.

Have a "For Your Health" mini-report every two weeks or so. Ask different members of the class to read a health-related item from the newspaper and describe its contents.

How accurate are weather forecasts? Have the class track their accuracy during a given time period. Invite a local TV weather person to class to try to explain forecasting.

Have students write an editorial on a current scientific issue of concern to them—say, controlling air pollution.

Based on problems in the news, what do students feel is the most important scientific discovery needed today? Have them put their views in writing.

Have students develop an idea for a new invention—for example, a device that a handicapped person in the news might use. Have students draw pictures of their inventors and explain how they would work.

Keep a scrapbook of articles about scientists, inventors, doctors, researchers and others related to the science field. Use the scrapbook for class discussion starters and reference material.

Food sections often carry nutritional columns or tips. Have students use these to give weekly nutrition updates.

Look in the newspaper for ideas for science field trips—museums, science exhibits, workshops, etc.

Drugs and alcohol are scientific as well as social issues. Discuss articles about drug and alcohol abuse; explain the physiological effects of drugs and alcohol on the body.

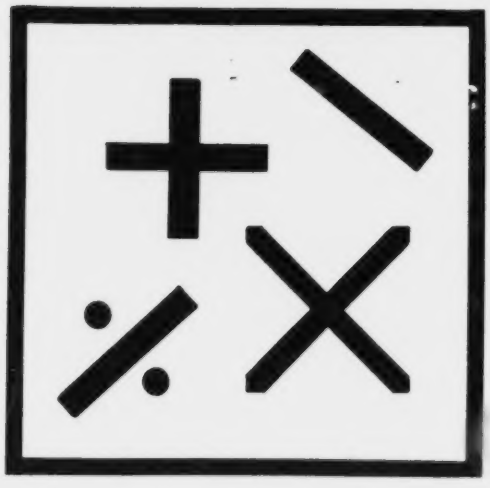
Have students race against time or each other to find the following science-related items in the newspaper: the weather map, horoscopes, an ad for "junk" food, a product that uses petroleum, a health tip, an ad or article about energy, a job requiring computer skills, and an article about an environmental problem.

Collect articles about strange or unusual phenomena, such as the reported sighting of UFOs. Students might use one of the articles as a basis for a science fiction story.

Computers are a hot topic among young people and in the newspaper as well. Reserve a corner of the bulletin board for computer-only news. Encourage students to read the computer stories periodically and to contribute stories they find.

Look through the business section for a few days. Which businesses are related in some way to science? In what areas? Are these businesses successful? Read the articles and discuss the business side of science.

Math



Lesson 31

Objective To help students learn how to shop wisely

Materials needed Newspapers, construction paper, scissors, glue, markers

To start Ask students if they ever have wanted something really badly and bought it, only to find that they didn't really use it much in the end. Why wasn't it a good buy after all? Discuss different experiences.

Group activity Have students suggest a list of questions to ask before buying anything: Do I need it? Do I need it now? Is it made well? etc. Write their ideas on the board, to keep in view during the following activity.

Now give each student an imaginary sum of money, perhaps $100, with which to buy gifts for someone, say a family member, friend or even a favorite celebrity. Have students go through newspaper ads, looking for appropriate gifts without exceeding the amount you gave them. Students should keep a running tally of their "purchases" to make sure they don't over spend.

When they find something, they should cut it out and paste it on a big piece of construction paper, in the middle of which is a drawing or photo of the person for whom they are buying. Under each item, the student should write the reason the purchase was a good gift choice.

Follow-up Ask students what they would buy if they had $50 to spend. (The only requirement is that the items be advertised in the newspaper.) Ask students to answer each of the questions on the board from the start-up activity. Can they pass the test?

Lesson 32

Objective To teach students the benefits of comparison shopping

Materials needed Newspapers, **Worksheet L**

To start Ask students if they or their parents have ever bought something at what they thought was a good price, only to find out later that they could have found a better price elsewhere. Let students describe some of their experiences. Help them to see how to avoid such problems in the future by learning how to be "smart shoppers."

Group activity Distribute **Worksheet L,** which asks students to analyze two ads for the same product and decide which store offers the best buys.

After the worksheets are completed, discuss students' choices and ask them to explain why they chose one store over another. Conclude that price, convenience *and* personal preferences play a role in smart shopping. You might want to point out that it often helps to see and, where possible, test a product before buying it. Remind students to think about hidden expenses, such as the cost of traveling to stores in remote locations. Select other newspaper ads for similar products so students can repeat this activity. Try to vary your selections to include ads for low- and high-priced items.

Follow-up Give each student $500 in "play money." Using newspaper classified ads, challenge each to find the best used car for the money. Afterwards, compare choices and let students present arguments as to why the car they chose was best.

Lesson 33

Objective To help students understand principles of budgeting

Materials needed Newspapers, **Worksheet M**

To start Ask students to list things they have wanted that their parents have said they couldn't afford—say, designer clothes, games, bikes, stereos, etc. Explain what is meant by the "high cost of living."

Group activity This exercise on budgeting should help students understand that parents aren't necessarily "putting them on" when they say they can't afford something. Divide the class into pairs of "roommates." Give a newspaper to each pair. Students are to imagine that they are high school graduates who have chosen to live together for a while. They plan to get jobs before deciding whether to go on to college.

Using the newspaper and **Worksheet M,** students will learn to budget their money. (Students will need to ascertain salaries for jobs they might find in the newspaper. If salaries are not available in employment ads, teachers can estimate them for students.) After the worksheets are completed, discuss the activity with the class. With what sum of money did each pair of roommates start out? How much was left at the end of the activity? What weren't they able to afford? Did the roommates have any disagreements about how to spend their money?

Follow-up Even though parents can't always afford things, students sometimes can if they work to earn the money. Ask class members to think about ways they might earn money: babysitting, mowing lawns, newspaper routes, etc. The help wanted section might offer some ideas!

Lesson 34

Objective To introduce students to the ups and downs of the stock market

Materials needed Newspapers, **Worksheet N**

To start Ask students to define the word "market," as in a store or flea market—a place where people go to buy and sell things. Explain what the stock market is, describing briefly how it works. What have students heard about the stock market?

Group activity Distribute newspapers and have students turn to the stock listings. Explain how to read the stock market pages, using the example below as a guide. (Students need only concern themselves with column headings shown here and not with others that might appear in a complete stock report.)

	High	Low	Last	Net Change
IBM	42¼	40½	41¾	+1¼

Distribute **Worksheet N,** which asks students to record information about specific stocks and answer questions about each.

Follow-up Have each student "buy" a stock and follow its progress for a week or longer. Each day have students chart the stock's movement, up or down. At the end of the week, have students calculate whether they would have earned or lost money if they sold their stocks. How would they have felt if they had used real money to buy the stock? Ask the class to think about why and when people might buy stock. (When they want to invest portions of the money they have saved; when they can afford to do so; when they are in a position to leave sums of money invested for long periods of time; etc.)

Lesson 35

Objective To practice standard and metric measurement via the newspaper

Materials needed Newspapers, measuring utensils, recipe ingredients

To start Talk about the gradual, and relatively incomplete, shift to the metric system in this country. Ask students to think about reasons why many people have resisted the change. Also talk about benefits of changing over. Where have students seen examples of metric measurements? (Cars, packaging, bottles.) What about the newspaper? Is it metric-conscious? (Probably not!)

Group activity Using newspaper food sections, have students convert recipes in standard measurements to their metric equivalents. Students may use metric conversion tables or they can prepare the recipes using both standard and metric utensils. Students should first measure with standard utensils and then transfer that amount to the metric utensil you provide, to find out the equivalent measure. (This very visual example will drive the point home better than any conversion table!)

Follow-up Ask students if they feel we should join other countries in using the metric system. Have them explain their views in writing.

Lesson 36

Objective To help students see real-life applications for math

Materials needed Newspapers

To start Ask students if they think they will use math when they grow up and are out of school? If so, in what ways? If not, why? Conclude that although sometimes learning math may seem nonessential, it actually is very important in everyone's life. Then prove it with the newspaper!

Group activity Use real-life situations from the newspaper for word problems in math. Suggestions follow:

- Design word problems around temperatures, precipitation percentages, wind velocity figures, and other weather information.
- Use sports scores and statistics for lessons on averages and percentages.
- Stock market pages have built-in lessons on fractions, decimals and percentages; having students "buy" stocks tests their computation skills.
- Have students practice multiplication and addition skills by asking them to figure out costs for classified ads in the newspaper.
- Use floor plans in real estate ads for lessons on measurement.
- Use food section ads and coupons for lessons in budgeting and comparative shopping
- Display ads often work well for word problems. For example, a dress originally priced at $75 is advertised at 50 percent off. What will be the sale price of the dress?
- Use travel ads to figure out the cost per mile of air travel to a given destination.

Follow-up After students have tried some of your word problems, let them make up their own, using information found in the newspaper. Specify that the problems contain, say, addition and multiplication operations, or deal in decimals or percentages. Students can test each other.

Lesson 37

Objective To use the newspaper to study charts and graphs

Materials needed Newspapers, **Worksheet O**, paper, glue, scissors

To start Explain to the class some of the benefits of using charts and graphs: to help us visualize statistical information, to simplify complex sets of data, etc. As an example, read aloud test scores on a recent test (not by student name, but by class or school). Then graph the same information on the board. Which meant more to the students? Give them another example and ask volunteers to devise a related graph or chart.

Group activity Many different kinds of graphs and charts are found in the newspaper, on all sorts of subjects. Give examples of circle, bar and line graphs. Working alone or in pairs, have students go through newspaper for a few days to look for examples. They should clip the charts and graphs they find and paste them on paper. Interpret some of these in class. Also note, if applicable, how newspapers can combine illustrations with graphs to make them even more eye-catching.

Students should complete **Worksheet O** on their own. They are to identify and interpret selected graphs.

Follow-up Give students real-life statistical information taken from the newspaper: sports scores, economic news, demographic information, etc. Students should create their own graphs and charts.

Lesson 38

Objective To reinforce the idea that math is an important part of everyday life

Materials needed Newspapers, red markers

To start Remind students that in **Lesson 36** they saw many real-life applications for the math they study in school. Ask them to guess how many real-life applications of math they might find in one issue of the newspaper. On the board, write numbers they suggest.

Group activity Give each student a newspaper. To prove that math has very real practical applications, have students go through the newspaper, front to back, putting a red check mark by every article, ad or other item that has anything to do with math. This includes page numbers and stock listings. Have students keep a tally of the red marks as they go.

Compare notes and scan through the pages marked, noting some of the applications they have found. Point out others they may have missed—contest rules that contain statements of odds or ads for air-conditioning listing BTUs (referring to the volume of air in a room). Compare the number of red tally marks with the numbers suggested on the board in the start-up activity.

Finally, ask students: How much of today's newspaper would you have understood if you had never studied math, from kindergarten on up. (They'll get the picture!)

Follow-up See how many jobs students can find in today's classified ad section that require some knowledge of math, from making change as a waitress to the measurements required in carpentry. On the board, write the names of the jobs found and the math skills needed to perform each.

Lesson 39

Objective To use the sports section to practice basic math skills

Materials needed Newspapers, **Worksheet P**

To start Ask students to name their favorite sports; list responses on the board. Then ask how math figures into each of these sports (in scores, player performance measures, team averages, etc.). Have students describe scoring methods for the sports listed.

Group activity The sports section features whole numbers, decimals, percentages, ratios, times, distances—almost a math textbook in itself! Youngsters' natural interest in sports makes this section a perfect vehicle for learning math.

Teachers can make up many different math problems using the sports section. Here's one to get you started!

Have students interpret math information given in box scores in the newspaper. Use **Worksheet P,** which asks students to answer questions about a baseball game.

Follow-up Students can come up with their own math activities, based on sports information.

Lesson 40

Objective To introduce students to money matters via the newspaper

Materials needed Newspapers

To start Ask students to describe their parents' occupations. Ask: Why do people work? Why do we need money? List different needs on the board, and talk briefly about the give-and-take of our money system.

Group activity The business section can be used effectively with students, but in small doses. (It is one of the more difficult sections for students to understand.) Here are a few ideas on how to make it work for you:

- There are all sorts of ways to make (and lose) money. As a class, look through the business section each day and categorize the businesses described in some of the major stories: manufacturing, food service, computers, etc. Ask students to think about businesses they might be interested in. Use stories of "self-made" business people as inspirational examples.
- Have students interpret simple business graphs and charts without reading the related stories. They should be able to tell when a company has lost money, increased production, etc. Follow-up with your own summary of the article.
- Find stories, ads, graphs or other items that illustrate the concept of supply and demand. For example, a full-page ad from the makers of Huggies diapers apologizing for store shortages is a perfect example of supply not keeping up with unexpected demand.
- Define the word "entrepreneur." Look for examples about such people in the newspaper. If any are locals, see if you can arrange for them to speak to the class. Try to determine how much math your speakers use in their business operations.
- Use stock market pages to follow the rise and fall of the economy. Ask students what bad news (as in Johnson and Johnson's Tylenol crisis) might do to the value of a company's stock. (Johnson and Johnson's went down, but came back up after the company successfully handled the crisis.)

Follow-up Keep student interest in money matters high with a class business bulletin board. Put up weekly items of note and encourage students to do the same. Or put up such "brain-teasers" as "What can you tell about Company X's profits from this graph?" See who has an answer at the end of the day.

20 More Math

Make a list of items commonly found in grocery ads. Send students on a "shopping trip" to find the lowest possible prices for these items. Have students total their purchases. They might also calculate the tax of non-food items.

Have students look through travel ads to find three places they would like to visit. Have them plot these on a scaled map and measure distances, traveling in a triangle from one to the other.

Explain that people pay by the line to place classified ads. Have students write their own classified ads and calculate the costs, figuring on $1 per line. (One line is made up of 30 characters, spaces included.)

Challenge students to calculate the areas of rooms depicted in floor plans of real estate ads. How much it would cost to carpet each room, at $20 per square yard?

Have students cut out all the coupons in one day's food section and tally the savings. Then talk about which items they would really need; ask them to tally those savings. What is the difference?

Have sports enthusiasts keep track of a favorite team's travels during a period of one month, measuring the distance between each city.

Play a version of "The Price is Right." Blacken out or cut the prices from display ads for cars, clothes, food, toys, etc. Then have students estimate the price of each item. If student estimates are close, then they keep the item (on paper only!). If they are way off, you keep it. See who has more at the end—the students or you!

Use automobile ads to make math word problems. For example, if a car is listed as getting 30 mpg, how many miles will it go on 10 gallons? Or if a car sells for $6000, how much cash would be required for a 5 percent down payment?

Tell students that they have just rented an apartment, but have only $100 with which to furnish it. Have them look through the classified ads for furniture. How many pieces can they find for the money?

Have the class look through the newspaper each day for a week to find special columns for consumers: coupon and refund columns, financial advice columns, fashion tips, etc. Make a class scrapbook all the items found. Turn to the scrapbook for discussion starters and reference material.

Look for "Business Opportunity" ads in the classifieds. How many different types are listed? Have students choose a business to buy. They should write one or two paragraphs explaining the advantages and disadvantages of owning their own company.

Assign students the job of maintaining a weekly **"Sale"** bulletin board. Students can look through the newspaper for ads for items of interest to class members and post them on the board.

The business world has a language all its own. Have students use the newspaper to each week to find five business-related words with which they are unfamiliar. Students should find the words in a dictionary, and write their definitions in a vocabulary notebook.

Have students plan a weekend of family entertainment using newspaper ads. Students should calculate how much the weekend's activities would cost the family. Encourage them to look for special deals: discounts before 6 p.m., children eat for free, etc.

Have students find the longest classified ad in the newspaper. At $1 per line, how much did the advertiser pay? Try this with other ads, as well as with different per-line costs.

Have students measure column inches of front page stories in the newspaper for five successive days. Compare lengths of different stories. Which were longest? Shortest?

Clip display ads and paste them on paper to make ditto sheets. Have students calculate the advertised prices, assuming a 50 percent discount; a 25 percent discount. What if a 6 percent tax were added to the discounted prices?

Challenge students to find five examples of each of the following in the newspaper: positive integer, negative integer, cardinal number, ordinal number.

See how many examples of metric measurement students can find in a week's worth of newspapers, looking in all its sections. Have students convert to standard equivalents for each metric measurement found.

Have students race against time or each other to find examples of the following in the newspaper: fraction, decimal, average, percentage, ratio.

Social Studies

Lesson 41

Objective To increase student awareness of current events at local, national and international levels

Materials needed Newspapers, scissors

To start Ask students to recall some of the biggest local news events of the year. Can they do the same for national news? World news? Which stories affect them directly? (Teachers' strikes, park closings, etc.) Which stories affect them indirectly? (World hunger, rising oil prices, etc.) Which stories do not affect them at all?

Group activity Section off the class bulletin board into three categories: local, national and world news. Break the class into three groups, one for each category. Every day for a week or so, have each group clip from the newspaper two or three articles and photos they feel are most important or interesting. Each group should arrange its examples on the bulletin boad.

At the end of the week, have students report on one of the events pictured on the board. The oral reports should include the 5Ws and H—the who, what, when, where, why and how of the story—as well as why the group felt the event was important.

Follow-up When a major local, national or world news story breaks, bring it to the class' attention; challenge students to find follow-up stories in the days that follow. Have them summarize events that have occurred. Story examples might include natural disasters, political crises, major crime investigations, disease outbreaks, organ transplant operations, etc. (Note that as the days go on and the story becomes less timely, it may be harder to find follow-ups. You might make the assignment a challenge: who will be the first to uncover the news?)

Lesson 42

Objective

To focus student attention on current issues in the news of special importance to them

Materials needed

Newspapers

To start

Talk about a problem or issue at school or in the community that bothers students personally: say, graffiti, dress codes, smoking, etc. Write a list of these issues on the board. Select one issue that seems to interest all your students, and hold a "rap session." Encourage students to voice differences of opinion; don't hesitate to do the same!

Group activity

Now turn the discussion to some of the controversial issues in the news today—nuclear war, world hunger, prisoners' rights, election issues, and so on. Pick a topic that evokes the most interest; look for related articles in your class newspaper or distribute copies of articles you have selected beforehand, preferably those that show all sides of the story. Assign the articles as class reading and discuss the issue. Where do students stand?

On the board, list arguments on both sides of the issue. Then draw an imaginary line on the floor, one end representing "for" and the other "against" the issue at hand. Ask students to "take a stand," literally, on the line where they feel they belong. They can stand at either end or anywhere in between, depending on the strength of their beliefs. (In the unlikely event that all are on one side, play "devil's advocate" and stand on the other side.)

When everyone is standing, open the floor to debate. Spokespersons for each side should argue their positions. The goal is to have some people move, closer to one point of view. At the end, people can be standing anywhere but in the "undecided" middle position.

Follow-up

Have students explain in writing their views on the above issue. Each can write his or her own editorial on the issue, based on what has been learned and discussed in the previous activity.

Lesson 43

Objective To examine all areas of current events through the newspaper

Materials Newspapers, **Worksheet Q**

To start Ask students for their definition of a "current event." Go around the room asking each student to give an example.

Group activity Explain that current events deal not only with serious issues but important trends and fads as well. Give each student a newspaper and **Worksheet Q.** Students should scan the newspaper and write the requested current event information in each worksheet column.

When the worksheets are completed, draw a similar chart on the board. Ask students for some of their worksheet answers and record them. Ask them to summarize one event orally, using the 5Ws and H as a guide. They should explain why they think the event is of interest to people.

Follow-up Divide the class into teams and hold a weekly current events quiz. Post articles on the bulletin board during the week, and stress that the teams are responsible for reading the posted items. Remove the articles on the day of the quiz. Ask questions based on the articles and see which team can answer the most correctly. Impose time limits if necessary.

Lesson 44

Objective To examine different cultures of the world

Materials needed Newspapers, poster paper, scissors, glue

To start Define the word "culture" on the board. Have the class give examples of things that make up American culture (music, clothing, food, democratic government, etc.). Then ask if all people in the United States are alike; lead into a discussion of "subcultures." For example, Vietnamese immigrants might espouse the American culture while holding on to parts of their original culture as well.

Group activity Break the class into small groups. Have each group make a poster-size "half and half" collage. On one side of the paper, they should paste articles, pictures and ads representing the general American culture. On the other side they should attach items that represent the wide variety of subcultures in America, including varied ethnic and regional groups. Students who themselves are part of a particular subculture might want to focus entirely on that subculture.

Students should strive to find examples of several categories named in the definition for culture—music, clothing, government, etc. Afterwards, hang the posters around the room for a one-of-a-kind cultural display.

Follow-up Ask one of your newspaper's travel writers to speak to the class about travel in other countries and ways that foreign cultures differ from ours. Or look in the newspaper for a travel agent, and call with the same request.

Lesson 45

Objective To make geography come alive for students via the newspaper

Materials needed Newspapers, globe, maps, atlas, travel stories

To start Have students find the names of foreign countries in the newspaper. List each on the board. Then ask who can locate one on the globe. Students keep trying until all the countries on the board have been located. Teachers may want to impose a 60-second time limit to add a little excitement and competition to the activity.

Group activity Set up four or five learning stations on geography with the following activities:

- Provide students with a blank map of the United States (drawn to scale) and have students fill in all the American cities featured in the weather section. Then, using the scale, have them compute approximate distances between each city.
- Challenge students to find and write down names of all the foreign cities they can find in the newspaper. Then have them locate each in a world atlas, noting the page number on which each city is found. (If necessary, place a card at the station explaining how to use an atlas.
- Mount on separate sheets of construction paper several descriptive travel stories. On the back of each paper, write questions about the climate, terrain, points of interest, etc. Each student at this learning station should select one story and answer the questions on the reverse side.
- Challenge students to find newspaper examples of as many of the following geographical items as possible. They may be named, described or pictured in the newspaper.

  Body of water
  Mountainous area
  Desert
  Coastal city
  Peninsula
  Jungle or forest
  Plain or farmland
  Island
  The name of a place above the equator
  The name of a place below the equator
- Articles in the news about unfamiliar places often are accompanied by maps. Clip these out when you see them and mount each on construction paper. Write questions on the back of each paper, to students' map skills.

Follow-up Have students write a research report about an area that interests them. climate, terrain and points of interest. Some information might be found in newspaper articles, with additional material taken from library sources.

Lesson 46

Objective To familiarize students with the interdependency of nations

Materials needed Newspapers

To start Define "natural resource" and ask students for examples of America's natural resources. Point out that America is fortunate to have so many. Countries that lack resources must depend on others to fill voids. For example, U.S. supplies grain to many countries unable to grow their own.

Also point out that even as well off as we are, the U.S. still depends on other countries for some things, including oil. Explain that this give-and-take between countries is called "interdependency."

Group activity Countries not only are dependent on each other for natural resources, but for manufactured resources as well. To illustrate, have students go through ads in the class newspaper to find out how many advertised items originate in other countries. (German cars, Japanese radios, French wine). Have students call out examples as they find them; list answers on the board.

Briefly explain imports and exports to students; discuss advantages and disadvantages of this system of exchange. Should we only support American-made products? Or should we buy from whomever offers the best buy for our money—domestic or foreign? Discuss.

Follow-up Have students draw an editorial cartoon (or comic strip) on interdependency among nations. If possible, post examples of several different editorial cartoons as models.

Lesson 47

Objective To have students recognize the diversity of cultures in America

Materials needed Newspapers, poster board

To start Ask students what they think is meant by that old-time saying, "America is a melting pot." Ask students who know their family history to describe their family origins to the class; or tell them something about your own background.

Group activity Look for articles about new immigrants to this country. Have the class read the articles; then ask students to try to imagine what life is like for these new Americans—new language, new schools, new jobs, etc. What day-to-day problems might they face? What changes would they need to make in their life styles? How might we help new Americans adjust?

To drive home the "melting pot" idea, make a big black kettle out of poster board. Hang it at the base of the bulletin board. Coming out of the top of the kettle could be a montage of student-selected newspaper articles and photographs that reflect America's diverse population.

Follow-up Try to arrange for recent immigrants to speak to the class about what it was like to leave one country for another. Or invite a representative of the local immigration department to talk about what a person has to do to become an American citizen; the speaker also might touch on other challenges new immigrants face. Have students develop questions beforehand, based on their newspaper reading.

Lesson 48

Objective To learn about newspapers published in other cities

Materials needed Newspapers from around the U.S., red markers

To start What is important news in one state may not be as important in another. Distribute copies of your local newspaper and have students look at its major stories. Ask: Which stories would be of interest only to people in our state? Our city? Have students draw a red "X" through news stories that they think would not have been printed in newspapers elsewhere. How many news stories are left?

Group activity To help students understand what makes news in other cities and states, have them try a target-dating activity. Pick a date; have students write to a newspaper in another city and request a copy for that date. (Your local library should have a copy of *Editor & Publisher*—a directory of newspapers in each state. Make a random selection or ask students to choose a city of interest.) Students should write at least two to three weeks in advance; they might want to send extra letters to make up for the few newspapers that do not respond. (Do not request Sunday newspapers; mailing costs would be prohibitive for most.)

When the newspapers come in, students should make a display of front pages from around the country. Your local newspaper might go in the middle, with other newspapers around it. Compare front-page coverage from city to city. What are similarities in the news? What are differences? Did many newspapers focus on the same national stories? Discuss.

Follow-up Students can use newspapers from around the country to compare editorials. How are they different? Similar? What can you tell about the concerns of a city, as expressed in letters to the editor of its newspapers? Discuss.

Lesson 49

Objective To focus students' attention on their rights and responsibilities as Americans

Materials needed Newspapers, Bill of Rights **(Worksheet R)**

To start Give each student **Worksheet R,** which lists and explains the Bill of Rights. Ask students why they think these rights are important. They might try to think of examples that show how Americans exercise the rights guaranteed them under the first 10 amendments to the Constitution.

Group activity Have students examine current newspaper stories for examples of rights being exercised, upheld or abused. An article on capital punishment might elicit a classroom discussion of the prohibition on cruel and unusual punishment. A political rally will suggest the right to assemble.

Challenge students to find as many other examples in the newspaper as they can, clipping the articles, pasting each on paper and labeling each with the appropriate right underneath. (The First Amendment alone should provide numerous examples, since it deals with rights protecting freedom of religion, speech, press, assembly and petition for redress of grievances.)

Follow-up Ask students to imagine that alien beings have taken over our country and have forced us to give up one right guaranteed under the Bill of Rights. Which might it be?

Why? Have students answer in writing or base a class debate on the question.

Lesson 50

Objective To encourage students to think about the world of the future

Materials needed Newspapers, poster paper

To start Ask students to think about how newspapers have changed over the years, in keeping with changes in society. (If possible, get a copy of a historic front page from your local newspaper's archives.) Talk about issues, events and problems common today that did not exist 100 years ago: nuclear war, pollution, driver safety, etc. What about issues that have survived 100 years? (Crime, disease, poverty, etc.) Discuss. Students should have no trouble seeing how newspapers mirror the time.

Group activity What problems or issues do students think Americans will face 100 years from now? Have students imagine that they are editors of newspapers published in 2086. Have them choose an area of news to cover—say, general news, health, life styles, sports, travel, etc.

Have students write an article for their chosen area that they think might appear 100 years hence. Encourage students to be creative; point out that much of what sounded "crazy" to people only 50 years ago is now a reality: moon landings, space travel, heart transplants, etc. Nothing is impossible!

Students also may want to draw pictures of the future world to accompany their articles. Post the artwork on the board for a futuristic visual display.

Follow-up Science fiction aside, there are some current issues that may negatively affect our future. Isolate a few of these issues and discuss them in class. Students might write editorials on one or more of these issues, expressing their hopes for solutions.

20 More Social Studies

What community problems are discussed in the daily letters to the editor section? Make a list of these problems and discuss some of them as a class. Do students agree or disagree with the people who wrote?

A newspaper carries good news as well as bad news. Each week, assign an "editorial staff" to clip "good news" articles from the newspaper. Make a "Good News" bulletin board to use as a resource for class discussions.

Have students create a collage entitled "Community." Students can use newspaper articles, ads and pictures to show the many different aspects of their community.

Challenge students to find articles that represent "man vs. nature" and "nature vs. man." Use the articles to create a display on interdependencies among human beings and nature.

How many different articles or photos depicting land use can students find in the newspaper? (Shopping centers, stores, parks, farms, etc.) Ask: Why is land considered a precious resource?

Have students keep a newspaper scrapbook on world leaders in the news. Under each clipping, students can write their opinions about the person described.

Have students collect articles about people employed in the three branches of government. Use these clippings to make a display on the three branches; try to include materials that describe responsibilities and functions of each branch.

Ask class members to look for examples in the news of laws being upheld or broken. List each law. Do students feel that each of these laws is important to society or not? Discuss.

Ask students to imagine that beings from outer space found a newspaper's comic section floating in space. What would they learn about our society from the comics? What might be misleading?

Challenge students to find "clues" in articles about foreign countries that suggest differences between our culture and theirs. Make a list of these, categorized by country.

How many different forms of governments are mentioned or described in the newspaper? (Democratic, communist, socialist, monarchy, etc.) Have students write brief descriptions of each form of government identified.

Discuss what is meant by the "norms" of a society. Have students find examples in the newspaper of behavior that deviates from the norm. Discuss.

Discuss our government's concept of "checks and balances." Ask students to describe the role a free press plays in this system. Have them explain their views in writing.

Make a display of articles and pictures of persons or groups that oppose our government in some way. Talk about these articles in class. Is it un-American to disagree with the government? Or is it uniquely American to be able to do so?

Have students make posters to illustrate "America, the Land of the Free." Students can use newspaper ads, articles and pictures for their posters.

Consult the newspaper's feature and entertainment sections for ideas for field trips to museums, fairs, cultural events, and so on. Take a class vote to decide which place to visit.

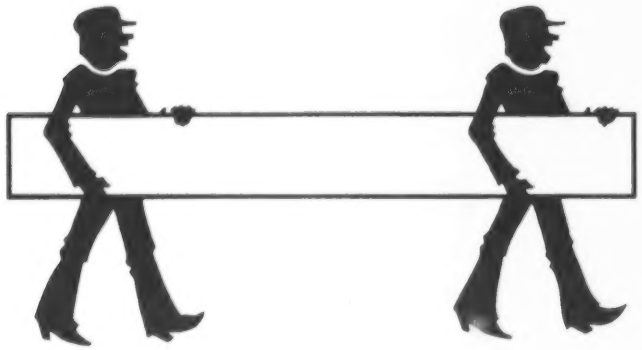
Have students find five places mentioned in the newspaper that are located in different time zones. For one of the places found, students might imagine what people there are doing while students here are eating lunch, in school, sleeping, etc.

Encourage students to make crossword puzzles based on recent current events. The puzzles can be distributed among classmates for fun and competition.

Collect quotations of world leaders that appear in newspaper articles. Write the quotations on the board and ask students to decide which might become famous sayings, or which might be recorded in history as important remarks.

Collect advice columns that deal with problems relevant to young people: drugs, alcohol, adolescence, etc. Ask students whether or not they agree with the columnist's answer. If not, what are their views on the subject?

Appendix



Worksheet A

Know Your Newspaper **Lesson 1**

Using today's newspaper, race against time or other players to find all of the items listed below. As you find each item, cut it out, paste it on a piece of paper and label it. (Hint: the index and teamwork are keys to success! And pay attention to the words in *italic* type.)

Before you start, you'll need newspapers, scissors, several sheets of paper, glue and a pencil. Happy hunting!

The Paper Chase

—*An ad for a used foreign* car

— An *editorial* cartoon

— A team sports score

— A news story about a *foreign* country

— Today's weather forecast

— A movie listing

— An ad for something that has been lost or found

— A letter to the editor

— A *ladies'* clothing ad

— A story about someone in *government*

— A picture of a newspaper writer

— An obituary (death notice)

— A photo of an important *local* event

— A crossword puzzle or other game

— A *three-frame* comic strip

— An ad, picture or story about food

— The name of a *local* business

— An ad for an apartment for rent under $400 a month

— The name of the newspaper's *publisher*

— Your teacher's horoscope

When you finish, jump up and shout "We did it!"

Worksheet B

Know Your Newspaper **Lesson 3**

Directions: Identify the stories below as straight news stories, feature stories or editorials. Label each in the space below each article.

In late spring along the Pacific coastline in Southern California the signs are everywhere: "10 for $1." Most often the signs don't bother saying anything more, and locals greet queries about them with disdain. It seems *everyone* should know that the signs refer to artichokes.

No matter. Buying artichokes fresh from the field by the tens, steaming them—all of them—and making a dinner of nothing but artichokes has to rank among life's great pleasures.

Artichokes, grown since at least the 1500s around the Mediterranean, were introduced to California by the Spanish but remained largely overlooked by Americans until this century. Now the United States falls behind only France and Italy in artichoke consumption, largely because the California crop is of such fine quality.

WASHINGTON—The Sea Cliff, a deep submergence research vehicle, recently completed a successful dive of 20,000 feet off the Pacific coast of Central America, the Navy announced Friday. The 21-ton, 25-foot-long submersible is believed to be the only underwater boat of its class that can now operate independently at 20,000 feet "or more," the Navy said. The Sea Cliff's dive is not a record. On Jan. 23, 1960, the U.S. research submersible Trieste II descended to 35,820 feet, 6.7 miles, into the Mariana Trench, at a point 250 miles southwest of Guam in the Pacific.

CAPE CANAVERAL, Fla. [AP]—The American teacher chosen to fly aboard the space shuttle will make the trip next January, the National Aeronautics and Space Administration said Friday.

The agency made the disclosure in releasing a revised shuttle launch manifest that lists 41 flights between now and the end of 1987. Nine more are scheduled this year, 15 are set for 1986 and 17 for 1987.

The manifest shows the first shuttle launch from a new site at Vandenberg Air Force Base, Calif., is set for March 20 next year, a delay from the previously announced date of Jan. 29.

I agree with Sen. Steve Symms of Idaho and Tribune columnist Stephen Chapman that English should be the official language of this country.

However, if we are going to pass silly laws to that effect, we'll have to stop calling ourselves "Americans" and our country "America" and start calling this land by its right name, "the United States," and ourselves "United Staters."

After all, isn't Canada "America"? And what are Bolivians, Mexicans, Argentines and others to the south of us if not "Americans"?

It might be a bit awkward, but we are "United Staters" first, "Americans" second.

This year's mayoral election presents a clear-cut choice for the voters of Poolesville. Candidate Evers has a proven track record—having successfully led the school board for three terms. He is this newspaper's choice for mayor; we believe that a vote for Evers is a vote for good government.

GUYMON, Okla.—This is where the dust bowl got its name.

Many in this farming and cattle town on the Oklahoma Panhandle thought the world was ending when the black blizzards rolled across the Great Plains a half century ago, blotting out the sun and turning day into night.

The worst of those dusters struck in the spring of 1935 with whirlwinds so vicious witnesses could not see their hands in front of their faces. Old-timers still describe those rollers as "darker than any night."

"You can't imagine the way we lived during those dirty '30s," said Tom Baker, 79, who still farms a spred west of here.

"We had a tight house," he said, with the windows and doors taped shut. But the dust still got in, and his family needed a kerosene lamp to see by day in their home.

Worksheet C

Know Your Newspaper **Lesson 4**

A. *Directions: Identify the 5Ws and H—the who, what, when, where, why and how—of the following news story leads. Fill in the blanks below for each story with the appropriate answers.*

WASHINGTON [AP] — The Greenpeace environmental group is rigging the sails of a 75-year-old vessel and planning to cast off next week on a mission to patrol the Great Lakes for polluters.

Greenpeace officials said Wednesday that the 100-foot-long ketch Fri was tentatively scheduled to begin its voyage with a stop in Washington next week, working its way up the East Coast and along the St. Lawrence Seaway before reaching the Great Lakes in June.

"We're going to visit sites of environmental problems to do our own investigations of the disposal problems and, when necessary, take what I call 'remedial action' to attempt to control the pollution ourselves," said Jon Hinck, director of the Greenpeace toxics project.

Who? _____

What? _____

When? _____

Where? _____

Why? _____

How? _____

CAPE CANAVERAL, Fla.—Five astronauts, an engineer and Sen. Jake Garn [R., Utah] climbed aboard the space shuttle Discovery Saturday for a flawless dress-rehearsal countdown to set the stage for blastoff April 12. "We're all ready to go," Garn said after the test ended with the computer-simulated ignition of Discovery's three main engines. Garn, chairman of the Senate subcommittee that monitors the National Aeronautics and Space Administration budget, will act as a congressional observer on the five-day mission to launch a pair of communications satellites. He also plans a series of medical studies in orbit to help scientists learn more about the causes of space sickness.

Who? _____

What? _____

When? _____

Where? _____

Why? _____

How? _____

B. *Directions: On a separate sheet of paper, write your own lead from the reporter's notes below. Be sure to use the 5Ws and H!*

Notes: Mayor Ray Jones, press conference speaker, May 10, 7 p.m., Civic Center. New plan for gang control. Neighborhood groups to watch for suspicious characters. Cited increased crime rates in all parts city—Police to work with groups, too.

Worksheet D

Know Your Newspaper Lesson 7

A. *Directions: Decide which of the following statements are opinions and which are facts. Check "O" for opinion or "F" for fact.*

___ O ___ F On Thursday March 20, 136 students were arrested after staging a sit-in at the University of Iowa.

___ O ___ F The students who staged a sit-in at the university deserve to be arrested.

___ O ___ F The President is serving the American people to the best of his abilities.

___ O ___ F Sixty percent of the American people surveyed felt the President was doing a good job.

B. *Directions: Circle the facts and underline the opinions in the letters below.*

A plea for English as our language

To the Editor:

Hooray for Stephen Chapman on his beautifully written column of Feb. 22. Hooray, also, to Sen. Steve Symms for sponsoring the bill to make the English language the national tongue.

English must be made our national tongue and those who cannot learn or those who prefer not to learn English can return to their homelands. I am of Greek origin and our people all came to the United States and quickly assimilated to not only the language but the lifestyle of our beautiful and glorious country.

Back in 1926, the Greek people even formed the Ahepa, which is an international Greek-American organization to help the Greek immigrant assimilate into the American way of life. The name Ahepa is derived from the first letter of each of the following words: American Hellenic Educational Progressive Association; please note, American first, Hellenic second.

I applaud the action being taken by many lawmakers and states—Indiana, for one—that have already passed such a bill. There ae no ulterior motives, only the practical way for our country to continue to grow.

—Alexia K. DaMaskos

—And the opposite

To the Editor:

I understand the desires of many people who want English to be this country's primary language, but I would like to make a case for bilingual education—at least in the primary grades. In my New York City first grade class, many children would have great difficulty adjusting to school if I did not speak Spanish. (My class has 30 students; 18 of them are Spanish-speaking.) By my speaking to them in their native tongue, I can help these kids learn to follow the school's rules, enjoy learning and even do math! English instruction is important, but please—let's not abandon these children to confustion right when they are starting school!

—Juan Perez

Worksheet E

Know Your Newspaper Lesson 10

A. *Directions: Watch this evening's television news or listen to the radio news. Then fill in the TV/radio log below.*

Summary of major story	Time spent reporting story (in minutes)	Specific information given

B. *Directions: Look in the newspaper for coverage of the story you have summarized above. Fill in the newspaper log below.*

Story headline	Length of story (in inches)	Additional information given, compared to broadcast news

Worksheet F

Language Arts **Lesson 12**

Directions: *Read the classified ad below. Find every abbreviation used in the ad and write each in the spaces provided. Next to each abbreviation, write the word it represents. Use context clues in the ad to help you figure out the tricky ones! The first one has been done for you.*

NEED MONEY FOR CAMP. MUST SELL: 8 pc. Mstrs. of Unvrse set, incldg. 5 figs. and 3 vhcles. Also selling: old comic bks., mgic mrkers, sktebd. (exc. cond.), toy chest, 2 prs. soccer shoes, and more. Call Robby 782-4309.

Abbreviation		Word it stands for
pc.	=	piece
_____	=	_____
_____	=	_____
_____	=	_____
_____	=	_____
_____	=	_____
_____	=	_____
_____	=	_____
_____	=	_____
_____	=	_____
_____	=	_____
_____	=	_____
_____	=	_____
_____	=	_____
_____	=	_____
_____	=	_____
_____	=	_____
_____	=	_____

Worksheet G

Language Arts **Lesson 15**

Directions: The vowels have been taken out of some of the words in the newspaper headlines below. Replace the vowels and complete the headlines. Use context clues in the articles following the headlines to help you solve the puzzles.

P_l_sh sp_k_n h_r_
Colorful flags and costumes were all part of Saturday's Polish National Alliance parade along Dearborn Street. The 9,000 participants marched to celebrate the 194th anniversary of the constitution of Poland.

Pr_s_d_nt to a__ress na__on
Washington, D.C.—President Ronald Reagan will deliver his State of the Union speech to the nation next Tuesday night at 8:00 p.m. The President is expected to honor as American heroes the crew of the ill-fated space shuttle "Challenger."

K_ss_ng n_t good for you, says d_ct_r
Dr. Hans Neumann, former medical director of the Connecticut Health Department, has a suggestion that won't win a popularity prize. He wants folks to stop unnecessary lip kissing, stating that too much kissing spreads disease.

C_wb_ys w_n Super Bowl
The Dallas Cowboys easily won this year's Super Bowl yesterday, outplaying their opponents in every way imaginable. Coach Tom Landry, in a post-game interview, said that the victory was especially "sweet" because his team has had its difficulties for the past few years.

Worksheet H

Language Arts **Lesson 16**

Directions: There are 10 mistakes in the following article. Find them and rewrite each line correctly in the spaces to the right. The correct article has been printed upside down. (Don't peek until you've finished your work!)

Sewardstone, England _____

(AP)—Theaves stole a Monet _____

painting valued at $88,4000 _____

from a home on this village _____

in Southeastern England after _____

one, desguised as a post man _____

tricked the owners into leting _____

him in.

But Scotland Yard says _____

the theves may not realize _____

the wirth of the painting. _____

Because they seemed to _____

grab the first won they _____

saw.

Thieves use ruse to steal Monet

ST MARKSTONE, England (AP) – Thieves stole a Monet painting valued at $884,000 from a home in this village in southeastern England after one, disguised as a postman, tricked the owners into letting him in.

But Scotland Yard says the thieves may not even realize the worth of the painting because they seemed to grab the first one they saw. A spokesman expressed concern that it may be dumped or smuggled abroad.

Worksheet I

Language Arts **Lesson 17**

Directions: This ad is going to cost a fortune! Rewrite it, using only the most important information and as few words as possible. (Do not use abbreviations.)

FOR SALE:
My husband and I have a beautiful bright red 1976 Chevrolet Vega that we want to sell. It was the first car we bought new, right after we were married, and we've taken great care of it. We've always kept it in a garage so it doesn't have much rust on it. Our mechanic put in new brakes last year and there are four new tires also. We travel to New York quite a bit and we always get 25 miles per gallon on the highway, even with the air-conditioning on. We're going to miss "Old Dependable" as we call it, but we need a bigger car because of our growing family. If you are interested, please call us as soon as possible at XRT-0000. We are asking $1000 for the car because it's in such great condition and runs very well.

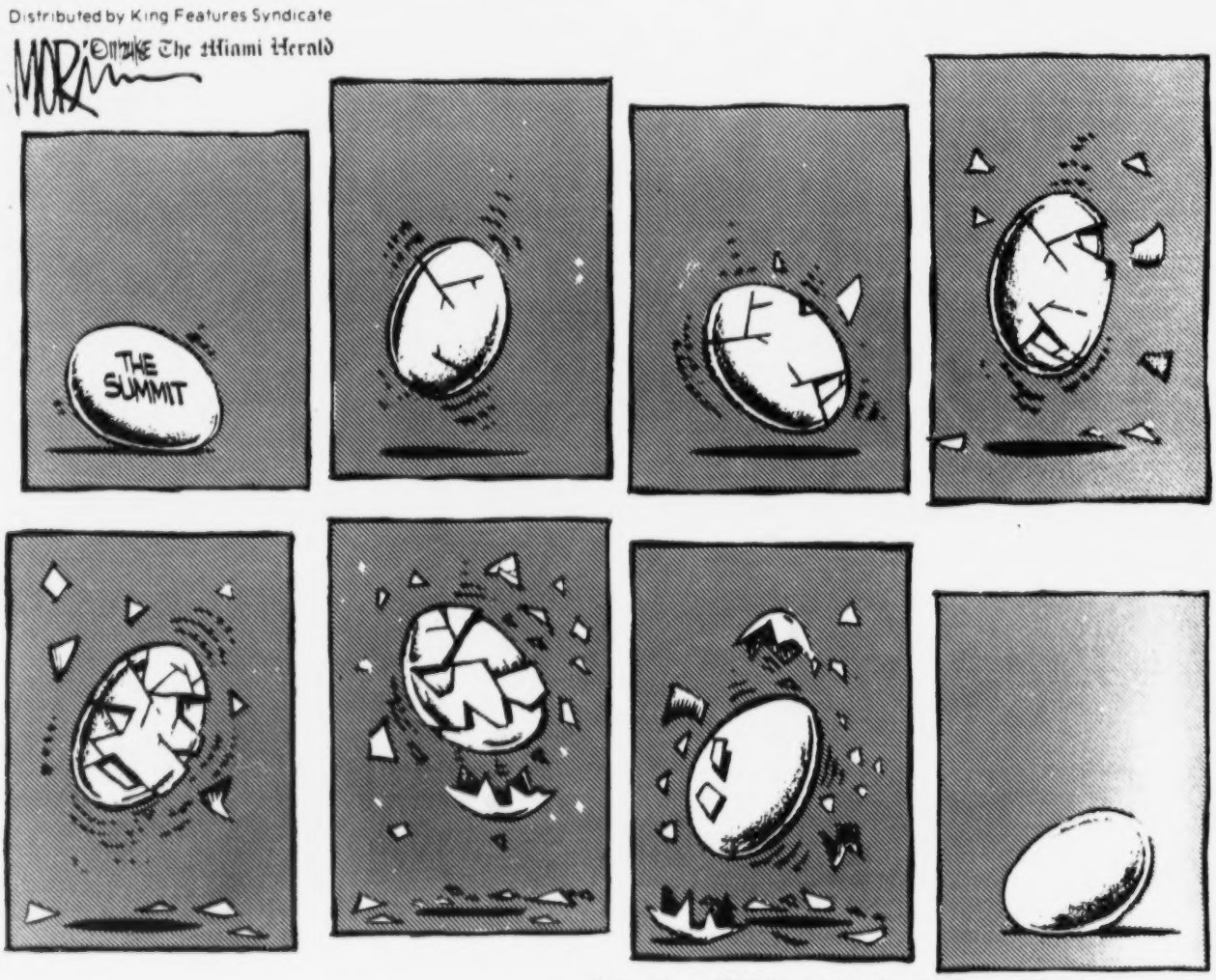
FOR SALE:

Worksheet J

Language Arts **Lesson 18**

Below are two editorial cartoons that appeared shortly after President Reagan's November 1985 summit meeting in Geneva, Switzerland with Soviet leader Mikhail Gorbachev. Look carefully at both cartoons and answer the questions that follow:

Cartoon A



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What do you think the egg in Cartoon A symbolizes? _____

_____

What do you think are the views of the cartoonist who drew the egg cartoon?

_____

BACK FROM THE SUMMIT

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What is the mountain top in Cartoon B? _____

_____

Who are the people coming down from the mountain, and why are they dressed like that? _____

_____

What are the two men in Cartoon B carrying? _____

What does that symbolize? _____

What do you think are the views of the cartoonist who drew Cartoon B? _____

_____

If you were to draw a picture representing your own views of a meeting between the Soviet and American leaders, what would your picture look like?
Draw it on a separate sheet of paper.

Worksheet K

Science **Lesson 26**

Directions: Decide whether the articles below are about a scientific theory or scientific fact. Use clues given in the way the articles are written to help you decide. Explain your choices in the spaces below.

Each human being has unique fingerprints. No two people have the same patterns of curves and lines on the tips of their fingers. Even identical twins have slightly different patterns.

Your fingerprints are yours and yours alone. Five or six months before you were born, the patterns were already in place. They'll stay exactly the same as long as you live. Even if you burn your fingers, the skin will heal over and regain the same set of prints you had before the injury.

When you are a growing fetus, or unborn baby, the way you grow depends on a "blueprint" in your cells. This plan comes from tiny parts of cells from your mother and father. These tiny parts of the cells are called *genes* and *chromosomes*. They determine things like your hair color, the shape of your earlobes, and whether you're a boy or a girl. Your genetic blueprint also helps determine the way your fingerprints look.

When you're in your mother's womb, your *environment*, or surroundings, also influences the way you grow. Before birth, you may have pushed up against the wall of your mother's uterus as your fingerprints were forming, and bent them a little this way or that. There may have been small changes in the blood supply coming into your body. Even tiny variations like these are enough to turn each person's fingerprints into a special "signature" unlike anyone else's.

Why do you leave fingerprints on things, even when your hands are clean? That's because there are tiny sweat glands on your fingertips that constantly produce enough moisture to leave prints on anything you touch.

—Catherine O'Neill
The Washington Post,
Health Section, Oct. 16, 1985

Fact or theory? _____

Why? _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

The centuries-old argument over how measles spreads has taken a surprising turn after some medical detective work by the U.S. Public Health Service.

Most physicians believed measles was caused by close personal contact with someone infected with measles virus. Wrong, according to a report in the Journal of the American Medical Association.

PHS disease sleuths have discovered people can contract measles from somebody they've never come in contact with.

This new belief is based on five children who contracted measles after visiting a pediatrician's office in Muskegon, Mich. Four of the children never touched or saw the child that infected them.

PHS researchers say the virus was sprayed around the doctor's office by a "super measles spreader," in this instance, a 7-month-old girl, who coughed repeatedly while waiting to see the doctor.

The virus remained suspended in the air of the doctor's office for several hours, the investigators concluded, and the other children, including three who arrived an hour after the 7-month-old left, were infected and came down with the illness 12 to 13 days later.

Measles outbreaks occur most frequently in November, December, February and April.

—Don Kirkman
Health Watch
Scripps-Howard News Service
March 19, 1985

Fact or theory? _____

Why? _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Store A

Danny's Bicycle Shop

Albany's best bike buys

MONGOOSE 24″ silver dirt bike $189

SCHWINN 10-speed, 26″ electric blue $225

(Baskets $30 add'l)

Spare tires for 10-speeds $29.99

Buy a MONGOOSE this month and get a set of reflectors free. Special discounts on horns to kids with all As and Bs on their report cards. Unbelievably low prices on Big Wheels, Trikes and Wagons. Open 9-5, Mon-Sat.

Directions: *Take Hwy 66 10 mi. west of Albany, turn East on Rte 128 for 15 mi., to Governor's Road. Turn left on Governor's, follow road for 3 mi.; Danny's on right.*

Store B

In-town Bikes

Every day is a sale day!

Schwinn 10-speeds, with baskets, $265

Mongoose dirt bikes, with baskets and reflectors, $220

One-year warranty on parts and services.

Bring in this ad before March 15 and get a free book on bicycle safety.

Open every day from 9:00 a.m. to 9:00 p.m.

In-town Bikes *is located at 2525 Main St., in the heart of downtown Albany.*

Which store has the best buy on Schwinn 10-speed bikes with baskets? _____

_____

If you lived right in the middle of the city of Albany, in which store might you shop?

_____

Why? _____

_____

Why does Store A advertise the prices of bicycles without baskets? _____

_____

_____

What benefits does Store A offer its customers? _____

_____

_____

Store B? _____

_____

_____

Worksheet M

Math Lesson 33

Directions: Use the newspaper classified ads to answer the following questions. If you run out of money before number 5 below, start over—and be more careful with your money!

1. You and a friend want to share an apartment. Each roommate must find a job for a high school graduate. Look in the "help wanted" section of your newspaper's classifieds. List name of job and monthly salary. (If pay is not given in the ad, ask your teacher for an estimate.)

Roommate 1: _____ $ _____ monthly
(name a job)

Roommate 2: _____ $ _____ monthly
(name a job)

Total income for two roommates $ _____

Minus 25 percent for taxes: $ _____

Final income: $ _____

2. Using the total monthly income above as a guide, find an apartment you can afford. Look in the "real estate" or "apartments for rent" section. List number of bedrooms and monthly rent below.

_____

3. Water, electricity and gas cost money. Estimate their cost as 10 percent of the rent money. Cost is $ _____ a month.

4. You will probably want a telephone. Plan to spend a one-time fee of $45 for a phone and the hook-up. How much will you allow yourselves to spend each month for calls? $ _____

5. Your apartment needs furniture. How many pieces will you buy with the money left over after rent, utilities and telephone calls are subtracted from the income figure above? Buy the pieces you can afford and list them below along with their prices. What is the total amount spent on furniture? (Hint: Don't be afraid to ask your parents to let you have old furniture that they are no longer using. You might save a lot of money!)

_____ $ _____

_____ $ _____ Total for furniture

_____ $ _____ $ _____

6. Do you have any money left over for food and entertainment? How much? $ _____

Worksheet N

Math Lesson 34

A. *Directions: For this assignment, report on the current value of the following stocks from the New York Stock exchange.*

Stock	Abbreviation	High	Low	Close	Net Change
1. Borden					
2. Chrysler					
3. Citicorp					
4. Dart/Kraft					
5. Delta Airlines					
6. General Mills					
7. Goodyear					
8. Pan American					
9. Polaroid					
10. Revlon					

B. *Directions: Now using the information above, answer the following questions:*

1. On the day you recorded the information, what stock was worth the most? _____

   What was its closing price? _____

2. What stock was worth the least? _____

   What was its high? _____

3. Which stock experienced the greatest gain? _____

   How much did it gain? _____

4. What stock experienced the greatest loss and how much did it lose?

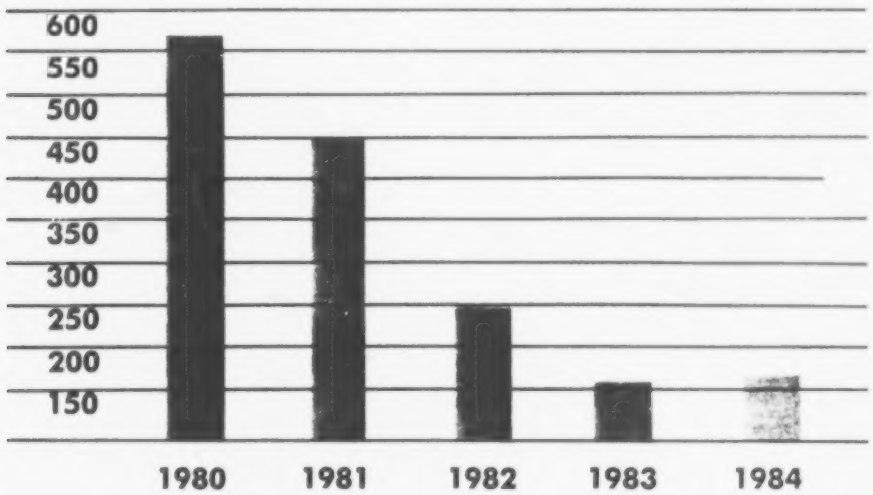
   _____

Worksheet O

Math Lesson 37

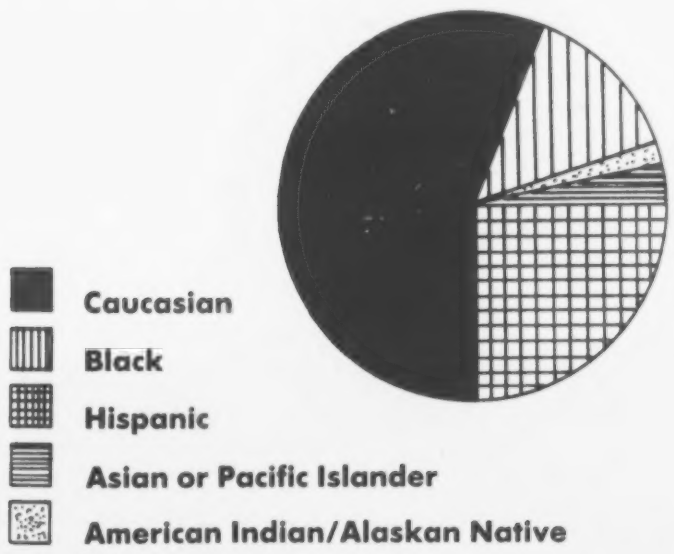
Directions: In the space below each graph, state whether it is a line graph, bar graph or circle graph.

1 Crude oil imports to the U.S. from the Middle East (in millions of barrels)



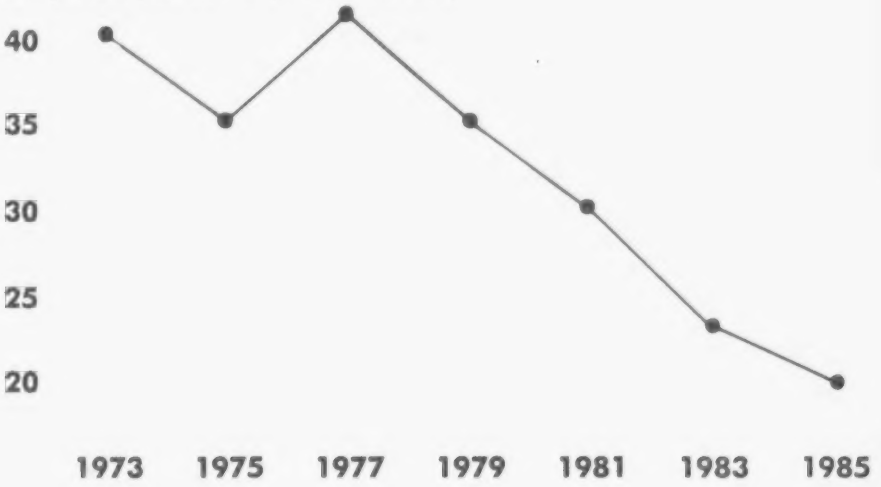
Source: American Petroleum Institute

2 California students, by ethnic group, 1980



Source: U.S. Department of Education, Office for Civil Rights

3 Oil prices, per barrel (in U.S. dollars)



Explain in writing what each graph illustrates.

Graph 1 _____

_____

_____

Graph 2 _____

_____

_____

Graph 3 _____

_____

_____

Worksheet P

Math Lesson 39

Directions: Use the following information to interpret the box score below; answer the questions at the bottom of the page.

ab - at bat
r - runs
h - hits
bi - runs batted in
c - catcher
p - pitcher
1b - first base
2b - second base
3b - third base
ss - short stop
rf - right field
cf - center field
lf - left field
ph - pinch hitter

Indians 7, Tigers 6

Detroit	**ab**	**r**	**h**	**bi**	**Cleveland**	**ab**	**r**	**h**	**bi**
Brookens 2b	5	0	1	2	Butler cf	4	1	1	0
Trammell ss	5	0	1	0	Franco ss	4	0	2	1
KGibson rf	4	2	1	0	Hall lf	5	1	2	1
LNParrish c	5	0	2	1	Tabler 1b	4	1	2	0
Herndon lf	4	1	2	2	Carter dh	4	2	1	0
Lemon cf	5	1	1	0	Vukovich rf	5	1	3	3
ASanchez dh	3	1	1	0	Jacoby 3b	4	1	1	1
Grubb ph	0	0	0	0	Benton c	3	0	1	1
Kuntz ph	1	0	0	0	Bernazard 2b	4	0	1	0
Garbey 1b	4	1	3	1					
MCastilo 3b	3	0	1	0					
Totals	**39**	**6**	**13**	**6**	**Totals**	**37**	**7**	**14**	**7**

Detroit	**1 0 0**	**0 0 0**	**1 4 0—6**
Cleveland	**0 0 0**	**5 0 0**	**1 0 1—7**

One out when winning run scored.
Game Winning RBI—Vukovich [1].

1. Which player in the game had the best percentage of hits for the number of times at bat? _____

2. How many players on the Detroit Tigers did not get a hit? _____

   On the Cleveland Indians? _____

3. Which shortstop had the better performance at bat? _____

4. Which team had the most runs batted in? _____

5. What two players had the most runs? _____

6. Which team had the most players at bat? _____

Worksheet Q

Social Studies **Lesson 43**

Directions: Find a current event described in the newspaper for each category below. Name the event and then write a brief summary of it.

Category	Event	Summary
Government		
Crime		
Sports		
Fashion		
Entertainment		
Health		
Science		

Worksheet R

Social studies Lesson 49

The Bill of Rights *The first 10 amendments to the U.S. Constitution*

Amendment I. Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.

(This amendment guarantees freedom of speech, freedom of the press, freedom of religion and freedom for the people to assemble peacefully in meetings.)

Amendment II. A well-regulated militia, being necessary to the security of a free State, the right of the people to keep and bear arms, shall not be infringed.

(This amendment guarantees people the right to keep and bear arms.)

Amendment III. No soldier shall, in time of peace, be quartered in any house, without the consent of the owner, nor in time of war, but in a manner to be prescribed by law.

(This amendment says that the government may not force people to provide food and shelter for soldiers in peacetime.)

Amendment IV. The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no warrants shall issue, but upon probable cause, supported by oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.

(This amendment says that the government must have a search warrant issued by a court before police can search a person's property; in addition, police may not take a person's property—to be used as evidence in a trial—unless they have received permission from a judge beforehand. That judge must show "probable cause"—that is, he or she must have a way to show that there was a reason to believe the person had committed a crime.)

Amendment V. No person shall be held to answer for a capital, or otherwise infamous crime, unless on a presentment or indictment of a Grand Jury, except in cases arising in the land or naval forces, or in the militia, when in actual service in time of war or public danger; nor shall any person be subject for the same offense to be twice put in jeopardy of life or limb; nor shall be compelled in any criminal case to be a witness against himself, nor be deprived of life, liberty, or property, without due process of law; nor shall private property be taken for public use without just compensation.

(This amendment states that people who are accused of committing crimes have legal rights; the "due process" of law must be followed before a person can be punished. People cannot be tried twice by the same court for the same crime. No one may be forced to say things against himself.)

Amendment VI. In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the State and district wherein the crime shall have been committed, which district shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor, and to have the assistance of counsel for his defense.

(People accused of crimes have a right to speedy, public trials; use lawyers; see, hear and question witnesses at their trials; and force witnesses to speak, if it would help in their defense.)

Amendment VII. In suits at common law, where the value in controversy shall exceed twenty dollars, the right of trial by jury shall be preserved, and no fact tried by a jury shall be otherwise re-examined in any court of the United States, than according to the rules of the common law.

(This amendment says that jury decisions in a court are final; people who are suing others for more than $20 may have jury trials.)

Amendment VIII. Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.

(This amendment says that judges may not set bail at dollar amounts that are excessive; it also says that cruel and unusual punishments are prohibited.)

Amendment IX. The enumeration in the Constitution of certain rights shall not be construed to deny or disparage others retained by the people.

(People have many rights that are not specifically stated in the Constitution; this amendment says that the government may not take away people's rights just because those rights are not spelled out by the Constitution.)

Amendment X. The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people.

(This amendment says that the federal government can use only those powers that are granted in the Constitution. Certain powers (for example, the power to set up public school systems) have been retained by State governments; other powers and freedoms are to be kept by the people.)